



Continuous Achievement Process & Plan

2025 Quarter 1

Welcome to Lyon Elementary, where every student's success is our mission and every day is an opportunity to grow. At Lyon, we are dedicated to fostering a learning environment that inspires curiosity, resilience, and continuous achievement. Our school community—staff, students, families, and partners—works collaboratively to ensure that each child reaches their full potential.

Our Vision

To build strong relationships, focused on social emotional learning, high academic standards and collaborative instruction creating an inclusive learning environment for all students.?

Our Mission

"Go Forward, Attempt Great Things, Accomplish Great Things"
Belief Statement Mary Lyon Elementary believes our kids are all our kids. To educate all students with diverse cultures and needs, we create a village where all Lyon community members recognize and help build our students' fullest potential while striving for academic & behavioral success.? We nourish success through instructional strategies, self-regulation, perseverance, and self-motivation.?

1st Grade ELA Goal

Achieve a 81% pass rate for the selected standard by the end of the quarter.

There are 58% of first grade students meeting the standard of knowing and applying grade level phonics and word analysis skills in decoding words (R.F.1.3). By January 30, 2025, the percent of students meeting the standard will increase to 81% as measured by Savvas Summative Baseline Unit Assessment. One way we will accomplish this is through implementing whole group classroom discussion, movement, manipulatives, intentional multisensory direct instruction in phonics and phonics center rotations daily for 90 minutes.

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 whole group classroom discussion, movement, manipulatives, intentional multisensory direct instruction in phonics and phonics center rotations daily for 90 minutes, teachers will use whole group, partner, and small group instruction to support students in understanding RF.1.3 know and apply grade-level phonics and word analysis skills in decoding words to ensure students are able to decode and encode through reading grade level, CVC and phonics words. Teacher practices will include direct explicit whole group instruction on letter names and sounds, daily practice blending on CVC words and teacher dictation for student encoding. Teachers will meet with students for small group and one on one conferring 3 times weekly. Students will name letters and sounds, blend CVC words, encode and decode correctly with a focus on accuracy and proper letter formation, demonstrate sound correspondences for common consonant digraphs and recognize and read grade-appropriate irregularly spelled words. Additionally, teachers and students will monitor progress by informal daily observations during whole group instruction, formal testing on letter names and sounds, decoding and encoding with each student one on one and feedback will be given by teachers weekly.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Using assessment data gathered during Action Step 1, identify common needs using ESGI assessments and lesson observations, provide instruction and feedback in a flexible skill group 20 minutes daily. We will monitor progress using our Synergy assessments monthly and daily lesson observations.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Title 1 and LAP will support this ELA CAP goal by teaching phonics and vocabulary to intervention students. This will aid students in decoding and encoding words, thus giving intervention students the tools to support their academic growth in the classroom (CCSSRF.K-5.3).

1st Grade Math Goal

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

There are 54% of first grade students meeting the standard of understanding and applying properties of operations and the between addition and subtraction (1.OA.B). By January 30, 2025 the percent of students meeting the standard will increase to 75% as measured by Ready Math Unit 1 and Unit 2 Summative Assessments. One way we will accomplish this is by strengthening the try, discuss and connect protocol from Ready Math during whole group instruction with an emphasis on promoting student discourse.

CURRICULUM: the standards and units we are targeting

STANDARD: 1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction

UNIT: Unit 1 Relating Addition and Subtraction

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student feedback, appropriately challenging goals, classroom discussions, questioning, manipulatives and movement during daily whole group Ready Math instruction 60 minutes per day we will support students in gaining proficiency of understanding and applying properties of operations between addition and subtraction (1.OA.B). To ensure students are able to add and subtract within 20 and understand the relationship between addition and subtraction. Particular attention will be put on: Strengthening the Try, Discuss, Connect Protocol from Ready Math by: - Presenting rigorous, grade level task using the three reads protocol. - Guiding classroom conversations using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse. - Anticipating student thinking to be able to select and sequence student work to build conceptual understanding and connect representations. Additionally, teachers and students will monitor progress through unit lesson quizzes, lesson exit tickets and i-Ready math lessons with daily feedback.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing student feedback, appropriately challenging goals, classroom discussions, questioning, manipulatives and movement during core instruction, students will participate in 20 min daily small group instruction with a focus on understanding and applying properties of operations between addition and subtraction (1.OA.B). Teachers will engage students in the Try, Discuss, Connect Protocol (as stated above) with: - Additional problems and extensions. - Using concrete representations/manipulatives to move from physical, to visual, to symbolic representation. - Providing sentence stems for conversation and scaffolding student discourse explicitly teaching how to explain their thinking and strategies. Students will solve problems involving addition and subtraction within 20 using drawings, manipulatives and writing equations to match. Students will discuss their strategies and share their thinking as they solve problems. Progress will be measured by exit tickets, immediate teacher feedback and informal teacher observations which will be shared at PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

No first grade students with IEPs receiving LRC services in math.

2nd Grade ELA Goal

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

Through a variety of high yield strategies, small group work, 1:1 conferring, weekly exit tickets, our students performing at standard will increase from 2% to 60% by the end of January 2025. We will present information using a variety of modalities to accommodate different learning styles. We will provide a variety of ways students to display their knowledge, (ex. allow students to orally respond to questions, use of illustrations). We will ensure language isn't a barrier for our diverse population, by defining unfamiliar words and helping them describe illustrations, reading the stories out loud, and utilizing recorded versions of Savvas material during independent work time. Student will practice the targeted comprehension skills in small group at their instructional reading level.



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

Teachers will teach lessons for 30 minutes / 5 days a week with a focus on RL.2.7 to use text and illustrations to demonstrate understanding of characters, setting and plot. Teachers will use student discourse strategies such as partner talk, turn and talk, and whole group discussions to discuss how settings and character actions move the plot forward. Students will read stories at second grade level from the Savvas curriculum and respond to questions about characters, settings, and plot. Progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

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 RL.2.7 to use text and illustrations to demonstrate understanding of characters, setting and plot. Teachers will use student discourse strategies such as partner talk to discuss how settings and character actions move the plot forward. Students will read stories at their instructional level and respond to questions about characters, settings, and plot. Progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Reading RL 2.7 focused on characters setting and plot. • During LRC instruction students will work on individualized goals that include but are not limited to identifying important details of a text. The text can be read aloud by a digital device, independently or from a faculty member or teacher. • Real-time feedback will be aligned to each student's specific IEP goal and will reflect progress and growth toward understanding of characters, setting and plot within informal and formal text passages and readings. Students will self-assess growth according to each individual goal by establishing short-term goals, identifying strengths and weaknesses, and setting plans for improvement. Students will receive individualized instruction specific to each student's goal and 1:1 support each week to discuss progress and strategies for success.

2nd Grade Math Goal

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

Through a variety of high yield strategies, small group work, 1:1 conferring, weekly exit tickets, our students performing at standard will increase from to by the end of January 2025. We will present information using a variety of modalities to accommodate different learning styles. We will provide a variety of ways students to display their knowledge, (ex. allow students to orally respond to questions, use of manipulatives). We will ensure language isn't a barrier for our diverse population, by breaking down the story problems, reading the story problems out loud, and pulling out the numbers and important information to ensure we are assessing their math ability, not their reading. Students will use their i-Ready to practice their skills at their level.



CURRICULUM: the standards and units we are targeting

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

UNIT: Unit 2 Numbers Within 100: Addition, Subtraction, Time, and Money



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing feedback in whole group and small group, while conferring, regularly referring to anchor charts, and consistent "think, pair, share" partner talks, teachers will use whole group, partner and small group instruction to support students in understanding 2.OA.A as students will focus on fluently adding and subtracting 2-digit numbers. Student will focus on solving with base ten drawings, expanded form, number sentences and equations. The teacher will support student thinking with the use of the "3 reads protocol" as well as "notice and wonder" to spark student thinking. The teacher will facilitate discussion by using "think, pair, share" and select and sequencing student work to prompt students to see the differences in ways to solve a problem. Additionally, students will monitor their progress by comprehension checks, common formative assessments, exit tickets, and feedback will be given daily in whole group, small group, and conferring. High Yield Strategies: Student Discussions & Teaching Strategies and Providing Feedback.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the Math core, students will participate in a instructional groups at their level for 15 minutes, 4 times a week with a focus on 2.OA.A to identify strategies that support their understanding of adding and subtracting 2-digit numbers. Teachers will use student discourse strategies such as think-pair-share, to encourage & provide opportunities for students to explain their thinking with manipulatives and models. Students will also participate in individual ready math lessons tailored to their need based on i-ready fall diagnostic. Student progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

- During LRC instruction students will work on individualized goals which include but are not limited to, representing, and solving addition and subtraction using differentiated instruction according to their unique needs.
- Real-time feedback will be aligned to each student's specific IEP goal and will reflect progress and growth toward accuracy and fluency in solving addition and subtraction equations. Students will self-assess growth according to each individual goal by establishing short-term goals, identifying strengths and weaknesses, and setting plans for improvement. Students will receive individualized instruction specific to each student's goal and 1:1 support each week to discuss progress and strategies for success.

3rd Grade ELA Goal

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

Third grade students will focus on standard, RL.3.3 to improve from 37.7% to 60% in the first trimester by January 30, 2025, as measured by Savvas exit tickets, unit assessments, common formative assessments, and the Winter i-ready diagnostic assessment. We will accomplish this goal by establishing an inclusive and equitable reading culture that adheres to grade level content and shifts from remediation to support with scaffolding. We will collaborate with Title, LAP, LRC, Nest, and support staff to set all students up for success. Students will participate in setting goals for themselves based on baseline unit pre-tests, focusing on where they'd like to end up towards meeting standard. Staff will communicate student progress to families with these goal sheets during conferences and via weekly newsletters.



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

Whole group instruction occurs daily on the umbrella standard of standard RL3.3. Students will use grade level reading passages as provided through Savvas myView. Students will participate in choral reading and close reading strategies that support literary comprehension. Student discourse strategies, such as "heads together", provide students the opportunity for students to discuss characters and the sequence of events in various entry points. Students have the opportunities to share ideas as well as hearing others' ideas to spark new understand or help confirm previous thoughts. Students use graphic organizers, including page numbers and paragraphs when referring to the text to cite evidence that support their reasoning. Students receive feedback through peer discussions, exit tickets, and unit assessments to deepen their understanding.

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) to identify the characters traits, such as emotion, thoughts, and feelings, as well as how those items effect the sequence of events in the selection. Teachers will use student discourse strategies such as "heads together", to encourage & provide opportunities to discuss the characters' traits and their effect on the story. Students will read fictional passages with the support of graphic organizers to list character traits, as well as cause and effect sequences in the text. Students will learn different descriptive vocabulary that helps readers visualize the text to support the progression of the sequence events based on character moves. Supplemental instruction through i-ready reading lessons supports the development of this goal. Progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Title 1 and LAP will support this ELA CAP goal by teaching phonics and functional vocabulary to intervention students. This will aid students in decoding and encoding words, thus giving intervention students the tools to support their academic growth in the classroom." (CCSSRF.K-5.3) During small group pull out sheltered content-based instruction ML teacher will support students through working on academic vocabulary, sentence stems, graphic organizers, and concepts necessary for the success in RL.3.2. Students with IEP support in LRC/Nest will receive specially designed instruction based on their IEP goals at current level that will support their grade level understanding of standard RL3.3

3rd Grade Math Goal

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

Third grade students will focus on standard, 3.NBT.A to improve from 13% to 40% in the first trimester by January 30, 2025, as measured by comprehension checks, exit tickets from Ready Classroom, and the Winter i-ready diagnostic assessment. We will accomplish this goal by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support with scaffolding. We will collaborate with the LRC, Nest, and support staff to set all students up for success. Students will participate in setting goals for themselves based on pre-tests, focusing on where they'd like to end up towards meeting standard. Staff will communicate student progress to families with these goal sheets during conferences and via weekly newsletters.



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 timely feedback in small group and conferring, regularly referring to anchor charts, and consistent "think, pair, share" partner talks, teachers will use whole group, partner and small group instruction to support students in understanding 3.NBT.A as students will focus on fluently adding and subtracting 3-digit numbers. Student will focus on solving with equal groups, arrays, measurement quantities, and equations that represent an unknown. The teacher will support student thinking with the use of the "3 reads protocol" as well as "notice and wonder" to spark student thinking. The teacher will facilitate discussion by using "think, pair, share" and select and sequencing student work to prompt students to see the differences in ways to solve a problem. Additionally, students will monitor their progress by comprehension checks, common formative assessments, exit tickets, and feedback will be given daily in whole group, small group, and conferring. High Yield Strategies: Student Discussions & Teaching Strategies, and Providing Feedback.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the Math core, students will participate in a instructional groups at their level for 20 minutes, 4 times a week with a focus on (3.NBT.A) to identify strategies that support their understanding of adding and subtracting 3-digit numbers. Teachers will use student discourse strategies such as think-pair-share, to encourage & provide opportunities for students to explain their thinking with manipulatives and models. Students will also participate in individual ready math lessons tailored to their need based on i-ready fall diagnostic. Student progress will be measured by exit slips, daily feedback & brought to PLCs to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

LRC and Nest will support this goal by providing individualized support in foundational skills that help support this standard, based on current student IEP goals.

4th Grade ELA Goal

Achieve a 64% pass rate for the selected standard by the end of the quarter.

4th graders will improve from 20% of students meeting the end of year standard of L.4.4 (determine & clarify meaning of vocabulary words) based on Grade 4 reading and content to 64% meeting by Winter as measured by the iReady Diagnostic Assessment, iReady Standards Mastery Checks, Savvas Word Study Quizzes, and other intervention based formative and summative assessments, in collaboration with students, parents, grade level team, and support staff by collaborating on goal setting through meetings and home-to-school communications.

CURRICULUM: the standards and units we are targeting

STANDARD: L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

UNIT: ELA Unit 1

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

During core instruction, we will focus on academic vocabulary, word work, and developing strategies to decode and understand any domain specific vocabulary. We will be teaching specific word instruction using context clues, definitions, and creating memory images to help students retain the new vocabulary. We will use graphic organizers and journaling to aid in students' understanding with word parts and grammar. We will teach specific strategies for reading, understanding, and retaining new domain-specific vocabulary in informational texts.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In class, teachers will pull small groups as needed, based on exit tickets, formative assessments, and summative assessments to relearn or do additional lessons around word work (word parts, grammar or decoding multi-syllabic words) or new vocabulary related to the core curriculum's text. The focus in these groups will vary based on the data from the daily or weekly tickets and other assessments. We will teach these students to use a variety of strategies to help them such as journaling, drawing memory clues, and using graphic organizers. During small group pull out sheltered content-based instruction and when doing push-in lessons the ML teacher will support students through working on academic vocabulary, sentence stems, graphic organizers, and concepts necessary for the success in RL.4.4.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During LRC instruction students will work on individualized goals working toward proficiency in reading progressing toward grade level standards of identification of context clues to Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Title 1 and LAP will support this ELA CAP goal by teaching phonics and functional vocabulary to intervention students. This will aid students in decoding and encoding words, thus giving intervention students the tools to support their academic growth in the classroom." (CCSSRF.K-5.3)

4th Grade Math Goal

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

4th graders will improve from 0% of students meeting the end of year standard of 4NBT.B (use place value understanding and properties of operations to perform multi-digit arithmetic) based on Grade 4 math concepts to 50% meeting by Winter as measured by the iReady Diagnostic Assessment, iReady Comprehension Checks, iReady Quizzes, and other intervention based formative and summative assessments, in collaboration with students, parents, grade level team, and support staff by collaborating on goal setting through meetings and home-to-school communications.

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

We focus on having strong Tier 1 core lessons, so all students are exposed to and have the opportunity to learn grade level content, even if they are not accessing it yet. We do this through using a lot of visual representations, such as manipulatives, visual models, and place value strategies. We focus on new vocabulary and journal it with visuals. We have implemented the new Ready Math Fluency Flight program to help students become more fluent with their facts in addition, subtraction, multiplication, and division. During core, there are opportunities for independent practice, so that is when flexible groupings take place based on how students are doing during the lesson (observations) or based on prior exit tickets.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We are meeting with small groups of students, as is Ms. Presswood, both during our intervention math block and throughout our math core time in order to meet the needs of the students. Students are working on specific concepts they are struggling with, have missed, or have misunderstood. This is being done with math manipulatives, models, and place value strategies. We give them chances to act out math and even teach each other in order to increase their confidence with new concepts. Having a new teacher teach it, also allows them to hear it in a new way from different teacher, which can sometimes help.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During LRC instruction students will work on individualized goals, progressing toward mathematical skills that will with the understanding of the use of place value and the properties of operations used to perform multi-digit arithmetic.

5th Grade ELA Goal

Achieve a 55% pass rate for the selected standard by the end of the quarter.

There are 14% of fifth grade students meeting the standard of RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Formative assessments will be analyzed and collected teaching through the unit to provide data for whole group and small groups. The percent of students meeting the standard will increase to 55% as measured by formative assessments, cold reads for comprehension, collaboration with supporting staff, students, planning and collaborating on goal setting through meetings.

CURRICULUM: the standards and units we are targeting

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

UNIT: ELA Unit 1

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will teach whole group lessons integrating myview Saavas and InquirED curriculum daily that will focus on high-yield strategies around comprehension and understanding of an event or topic through analyzing the differences and similarities in the point of view they represent. Teachers will conduct one-on-one reading and writing conferencing with students about their skills and areas in which they need to focus and how to improve.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action step 1, teachers will make small groups of literature (book club) groups to read books that are at their instructional level and conduct book studies where students journal about their reading, engage in small group discussions about their comprehension of the books (by using their stop-n-jots where they journal their thoughts, feelings, questions, and information they have learned while reading the story in their discussions). Small groups will run 4 times a week for 30 minutes. Griffith and Giday: "Title 1 and LAP will support this ELA CAP goal by teaching phonics and functional vocabulary to intervention students. This will aid students in decoding and encoding words, thus giving intervention students the tools to support their academic growth in the classroom." (CCSSRF.K-5.3) Johnson: During small group pull out sheltered content-based instruction ML teacher will support students through working on academic vocabulary, sentence stems, graphic organizers, and concepts necessary for the success in RI. 5.9.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Special Education Teachers are working with students on IEP goals based on their individual needs. These IEP goals are individualized and work toward the grade level standard in that area. DeCastro-De Los Reyes (Mrs. Bea): RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. During LRC instruction students will work on individualized goals that include but are not limited identifying important details from a text to support skills that lead toward analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Real-time feedback will be aligned to each student's specific IEP goal and will reflect progress and growth toward skills aimed at analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will self-assess growth according to each individual goal by establishing short-term goals, identifying strengths and weaknesses, and setting plans for improvement. Students will receive individualized instruction specific to each student's goal and 1:1 support each week to discuss progress and strategies for success.

5th Grade Math Goal

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

By Winter 2024, Lyon's 4th-grade students will improve math scores in finding volume from 0% meeting the standard (5.MD.C), as measured by the fall iReady diagnostic, to 50% meeting the end-of-year standard, as measured by the Unit 1 iReady Assessment. Teachers will collaborate with students by giving immediate feedback and small group instruction 4 times a week for 25 minutes daily, families through home-to-school communication and conferences, and PLCs for collaborative goal setting, tracking, and intervention plans. This will all be achieved to promote an inclusive and equitable learning experience for all students.



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

Classroom teachers will utilize manipulatives during whole group instruction to teach volume, emphasizing conceptual understanding and hands-on learning. This approach allows students to explore and build a solid understanding of volume before transitioning to abstract concepts and formulas. Students will visualize and physically construct shapes using tools like blocks and cubes, fostering deeper comprehension and retention of the material. During whole group instruction, students will use Levels of Understanding (1-4) on exit tickets to rate their understanding of the content. The teacher will review and record competency, then go over the question as a class to address challenges and clarify understanding. The class will review the question, note where they struggled, and what they now understand on their exit ticket, promoting student reflection and growth. During flexible small group instruction, teachers will reteach concepts, reinforce foundational skills, and provide targeted support based on individual student needs and exit ticket reviews.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, students requiring additional support as identified from exit tickets and formative assessments will participate in small-group instruction to build foundational knowledge and confidence in the content. These will allow for differentiation and will be supported by assigned iReady lessons based on exit tickets and daily work to support effective small-group instruction. During small groups, teachers will implement these additional strategies: Manipulatives to play number sense games, using manipulatives and graphic organizers, such as multiplication tables. Based on skill level, small groups will run 4 times a week for 25 minutes.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Mrs. Decastro-De Los Reyes: During LRC instruction students will work on individualized goals that include but are not limited mathematical concepts that facilitate growth towards understanding concepts which will, with time and progression, relate to understanding geometric measurements as well as understanding the concepts of volume and how multiplication and addition are relative to geometric measurements. Real-time feedback will be aligned to each student's specific IEP goal and will reflect progress and growth toward understanding the concepts of volume and its association and relation to multiplication and addition. Students will self-assess growth according to each individual goal by establishing short-term goals, identifying strengths and weaknesses, and setting plans for improvement. Students will receive individualized instruction specific to each student's goal and 1:1 support each week to discuss progress and strategies for success. Ms. Joy (NEST Special Education Teacher): We are working with students on IEP goals based on their individual needs. These IEP goals are individualized and work toward the grade level standard in that area.

Behavior Goal

Ensure 97% of students have behaviors NOT resulting in suspension or expulsion.

Behavior Goal: To decrease exclusionary incidents by 10% from 3.3% in 2024 to 3% in 2025.

Root Cause Analysis

The N number is very small making it difficult to determine a root cause.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

Regular Class Meetings: Class meetings are a powerful tool for building a positive and supportive classroom environment. These regular gatherings foster open communication, allowing students to share their thoughts, feelings, and ideas in a safe space. Class meetings promote social-emotional learning by encouraging empathy, active listening, and collaboration. They also help to address and resolve conflicts, strengthen relationships between peers and teachers, and create a sense of community

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Regular Class Meetings: Class meetings are a powerful tool for building a positive and supportive classroom environment. These regular gatherings foster open communication, allowing students to share their thoughts, feelings, and ideas in a safe space. Class meetings promote social-emotional learning by encouraging empathy, active listening, and collaboration. They also help to address and resolve conflicts, strengthen relationships between peers and teachers, and create a sense of community

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Restorative Practices: We will adopt restorative practices to build stronger relationships between students and staff while fostering a sense of community and accountability. This approach emphasizes conflict resolution, open communication, and opportunities for students to repair harm when behavioral issues arise. Our goal is to shift from punitive measures to solutions that promote understanding, growth, and responsibility.

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 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. I know these strategies were effective because students were observed showing the skill, assessment scores from individualized games, and observable assessments from class time. Observable formative and summative assessments from class time.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

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

PE Goal

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

Students will score a 1-2 more correct answers out of 5 on their Bike Ed Post Test and share in a Bike Ed survey how they can achieve full health benefits when choosing to ride their bikes to develop physical strength and coordination.



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

By implementing Appropriately Challenging Goals in small group instruction students will gain an understanding in Standard 3: which states Students will demonstrate the knowledge and skills to achieve and maintain a healthy-enhancing level of physical activity and fitness. To ensure students are able to ride a bike safely students will learn and demonstrate when entering and exiting a pathway or road how to use proper hand signals appropriately. Next, students will perform proper bike balance and stability by learning to look forward while riding and steering their bike. Furthermore, students are encouraged to include biking as part of their toolbox that promotes good healthy habits. Teacher practices will include a Pre given at the beginning of Bike Ed and Post Assessment given at the end of Bike Ed. Furthermore, targeted direct instruction tailored to the needs of my students and awareness to ML strategies to meet their needs. Students will score a 4 or better on both Pre and Post Assessments, participate in a post survey to recognize their overall experience riding on a bike, and last, students will continue to learn and ask questions in real time learn as they learn how to ride and navigate a bike. Additionally, teachers and students will continue to monitor their progress throughout the Bike Education program to adjust as needed to meet the needs.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing Appropriately Challenging Goals during core instruction, students will participate in small group Bike Ed instruction for 5-10 minutes, 2 times a week with a focus on Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a healthy-enhancing level of physical activity and fitness standard. Teachers will provide quality Direct Instruction and great role modeling to ease fears and tensions when riding a bike. Students will stay engaged and participate to the best of their ability in the Bike Education Program in one form or another. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be supported as needed. Teachers and ESP's will encourage and provide positive feedback when observing and supporting students as they are engaged in riding their bikes.

Kindergarten ELA Goal

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

Students need to identify 52/52 letter names and at least 18/36 sounds represented by the letters of the alphabet.



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 intentional multi-sensory direct, explicit, and systematic phonics instruction during phonics and phonological awareness lessons teachers will use whole group, partner, and small group instruction in ELA lessons to support students understanding of RF K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words to ensure students are able to decode and encode grade level in all content areas. Students will practice current and past skills taught by decoding and encoding daily in whole group, partner, one-on-one and small groups to practice taught phonics and phonological awareness skills in a variety of assignments. Teacher practices will include the model of I do, we do, they do, multisensory instruction, dictations and decodable texts with skills taught during direct instruction. Students will use skills taught to decode and encode during daily lessons and at home weekly for practice with their family.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing direct, explicit, systematic phonics instruction during whole group lessons, students will also participate in skills groups for 10 minutes a day 2 to 4 times a week with a focus on specific phonics and phonological awareness skills that have not mastered. Teachers and students will use multi sensory tools and strategies to practice phonics and phonological skills at a slower more specific pace. Progress will be monitored by quick checks at the end of each week on the skills that were practiced and daily feedback will be given to students at the end of each 10 minute lesson. Data will be brought to PLC to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Title 1 and LAP will support this ELA CAP goal by teaching phonics and functional vocabulary to intervention students. This will aid students in decoding and encoding words, thus giving intervention students the tools to support their academic growth in the classroom." (CCSSRF.K-5.3) MLL Support: During small group pull out sheltered content-based instruction ML teacher will support students through working on segmenting and academic vocabulary necessary for the success in RF. K 3.

Kindergarten Math Goal

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

Students need to add and subtract within 5 using pictures and/or manipulatives to show thinking and how they composed and decomposed the numbers to get their answers.

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 the Try, Discuss, Connect Protocol teachers will use whole group, partner and small group instruction to support students in understanding K.C.C.B Count to tell the number of objects to ensure students are able to identify numbers 0-5, count a group of objects 0-5 accurately, compose and decompose numbers 0-5 with manipulatives and/or pictures to solve addition and subtraction problems within 5. Teachers' practices will include I do, we do, they do, use of manipulatives, anchor charts, sentences stems, and turn and talk strategies. Students will show their thinking using pictures, words, conceptual models and manipulatives and be able to share their thinking and explain how they arrived at their answer. Teacher and students will use number talks daily as a whole group number sense practice tool. Students will participate in counting collection activities to practice one to one correspondence. Progress monitoring will be tracked through lesson observations, exit tickets and quizzes.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the Try, Discuss, Connect Protocol during core whole group instruction, students will participate in small group instruction for 10 minutes, 2-4 times a week with a focus on K.C.C.D Count to tell the number of objects. Teachers will use the I do, We do, They do model to help students in understanding what a number is, how a number can be made using objects, pictures, written numeral form and can be composed and decomposed. Students will show their understanding through the use of manipulatives, drawings, and explaining their thinking to the group and/or partner. Teacher and students will use counting collection activities to work on one to one correspondence with counting. Progress will be measured by lesson observations, exit tickets and brought to PLCs to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be supported by their IEP.

Staff Goal

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

By June 2025, Lyon Elementary will increase the positive staff response rate on the question "How well does your team solve problems and resolve conflict?" from 65% to 85%, as measured by the CEE Staff Data Toolkit, through targeted professional development and enhanced communication strategies.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Open Communication and Trust: Establishing open lines of communication, where staff felt safe to express concerns and offer suggestions, built trust among team members. This trust allowed for honest discussions and more effective problem-solving. What is an area of growth related to your focus area? What leadership changes will you make based on the results of your data? An area of growth in the team's ability to solve problems and resolve conflict is improving communication during challenging situations. While teams generally collaborate well, there is room to strengthen communication strategies, particularly in high-pressure or conflict-laden discussions. Some staff may need additional support in navigating difficult conversations or resolving disagreements constructively.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 40% positive rating on the selected Climate Survey item.

Lyon will increase the percentage of 3rd-5th grade students using problem-solving strategies for small problems from 23% to 40%. Progress will be measured using a follow-up check-in through a Google Form, similar to the Fall check-in, where students self-report their use of problem-solving strategies. To support this goal, staff will provide explicit instruction and reinforcement on problem-solving strategies during morning meetings and class discussions. Visual reminders and peer modeling opportunities will be added in key school areas (classrooms, hallways, cafeteria). This goal aligns with Lyon Elementary's focus on fostering a supportive learning environment and helping students feel safe, as effective problem-solving skills contribute to positive peer relationships and reduced conflict. The goal will be achieved by the end of the 2024-2025 school year, with a mid-year check-in to assess progress.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Lyon will incorporate regular lessons on problem-solving strategies in morning meetings, SEL sessions, and class discussions. Teachers will model how to handle small problems and guide students in role-playing exercises. We will create opportunities for peer-to-peer learning by selecting students to demonstrate problem-solving strategies during class time or assemblies. Recognize and celebrate students who use these skills effectively. Staff will provide positive reinforcement when students are observed using problem-solving strategies. This can include verbal praise, classroom rewards, or recognition in school-wide announcements. Engage families by sharing problem-solving strategies through newsletters and workshops, encouraging them to practice these skills at home.