



## **Continuous Achievement Process & Plan**

### **2025 Quarter 1**

*Skyline Elementary is focused on providing an emotionally, socially, and intellectually safe environment that fosters a positive learning community. We have high expectations for all students and our goal is to provide students the support to meet those expectations. All staff are integral in working collaboratively to make a positive impact for all students at Skyline. As a staff, we build upon shared leadership with teacher leaders to maximize student achievement.*

### **Our Vision**

Skyline Skyhawks soar to success by being responsible, respectful, and safe.

### **Our Mission**

Skyline Elementary School provides an education which respects each student's dignity and offers multiple opportunities for learning experiences. Working in partnership with caregivers and the community, Skyline promotes success for all students.

# 1st Grade ELA Goal

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

*There are 66% of first-grade students showing proficiency. By the end of Q2, the percent of students at proficiency will increase to 85% as measured by the winter diagnostic. One way we will accomplish this is through implementing a variety of strategies that build an inclusive and equitable culture that represents a wide variety of learners.*

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

**STANDARD:** RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

**UNIT:** ELA Unit 2

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing 1:1 conferring, flexible grouping, and feedback with a single point rubric, teachers will use whole group, partner and small group instruction to support students in understanding RF1.4 to ensure students are able to read with sufficient accuracy and fluency to support comprehension through SAVVAS phonics activities, and guided reading, and iReady My Path instruction. Progress monitoring will be tracked through conferencing, and iReady.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing goal setting and feedback during our double dose small group instruction, students will build understanding in RF.4. By leveraging practice assignments, feedback and revisions/item corrections, students will demonstrate growth as measured by progress monitoring and the I-Ready diagnostic.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing flexible grouping, 1:1 conferring and partner work during core instruction, tier 3 students will receive additional support in RF.1.4. Students will meet in an intervention group for 20 minutes at least 4 times per week. Teachers will use High Yield strategies such as teacher clarity, feedback and manipulatives. Student progress will be measured by monthly progress monitoring. In addition to implementing \_\_\_\_\_ High Yield Instructional Strategies (sharepoint.com) during core instruction, students receiving \_\_\_\_\_ EL \_\_\_\_\_ (Title/LAP, EL, SPED) services will participate in small group instruction for \_25 \_\_\_\_\_, minutes, \_2\_\_\_\_\_ times a week with a focus on \_RF 1.4\_\_ standard or skill with the support teacher. Support teachers will use graphic organizers, visuals, singing songs, Think pair share, drawings, sight words, writing responses and sentence starters. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 1st Grade Math Goal

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

*By reasoning quantitatively and abstractly; constructing viable arguments and critiquing the reasoning of others; and modeling mathematics, First grade students will increase from an 69% to a 85% pass rate. They will add and subtract within 20, demonstrate fluency within 10, use strategies such as: counting on, decompose a number, make a 10, and understand the relationship between addition and subtraction by the end of Quarter 1*

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

**STANDARD:** 1.OA.A Represent and solve problems involving 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 SMP 5 teachers will use daily whole-group instruction and partner work to support students in understanding 1.OA.C to ensure students are able to: -count on to add and subtract -use doubles plus one facts -add in any order -find missing addends -find number partners to 10 -solve addition and subtraction word problems -subtract to compare -tell if an equation is true or false -through small group i-Ready, My Path, Tools for Instruction, and interactive tutorials with a focus on SMP5. Additionally, students will monitor their progress with daily exit tickets, weekly comprehension checks, and teacher feedback will be given weekly.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teachers will use small group instruction 50 minutes twice weekly to goal set and practice with manipulatives and graphic organizers (number bonds, 10-frames, 100s charts, number paths, etc.) to support students and understanding 1.OA.C to ensure students are able to: -count on to add and subtract -use doubles plus one facts -add in any order -find missing addends -find number partners to 10 -solve addition and subtraction word problems -subtract to compare -tell if an equation is true or false Through small group i-Ready, My Path, Tools for Instruction, and interactive tutorials with a focus on SMP5. Additionally, students will monitor their progress through daily exit tickets and weekly comprehension checks and teacher feedback will be given weekly.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing High Yield Instructional Strategies ([sharepoint.com](https://sharepoint.com)) during core instruction, students receiving SPED services will participate in small group instruction for 30 minutes, 4 times a week with a focus on 1.OA.A.1 standard or skill with the support teacher. Support teachers will focus on addition and subtraction within 20, rote counting, number identification, using manipulatives, ten frames, number lines. Students will use number lines, ten frames, concrete manipulatives to understand the relationship from physical to symbolic, identify numbers 0-20. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 2nd Grade ELA Goal

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

*By implementing A/B partner think-pair share, one on one conferring, and flexible skill groups of 3-5 students we will increase from 12% to 50% will use RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.*

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

**STANDARD:** RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**UNIT:** ELA Unit 3

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

whole group (All students will take the standards mastery on iready reading for RL29) whole group- All students will engage in their daily saavas reading lesson, iready reading my path lessons, in whole group, partner work, group work, and individual reading Students will use graphic organizers to organize their ideas on the reading passages Students that need extra support reading the problems may struggle to complete the tasks from the curriculum. Additionally teachers and students will monitor progress by weekly formative assessments and feedback will be given weekly to every student by teacher. Data brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

small group every student has a small group of 3-5 students based on their needs to focus on their DRA leveled text for comprehension and fluency with an emphasis on comparing and contrasting different fiction texts students in the green 13/48 will have an extension of 3rd grade standard to Compare and contrast the most important points and key details presented in two texts on the same topic.-Students will include key details 1x week 15 min students in the red 33/39 will work on finding the basic similarities and comparisons between 2 texts including pictures as well as extra support 2x week 15min. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing High Yield Instructional Strategies (sharepoint.com) during core instruction, students receiving SPED services will participate in small group instruction for two students, 30 minutes, 4 times with a focus on RL 2.9 standard or skill with the support teacher. Support teachers will use feedback, sentence stems, graphic organizers, drawings, compare and contract activities, Think pair share. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress. In addition to implementing High Yield Instructional Strategies (sharepoint.com) during core instruction, students receiving \_EL\_(Title/LAP, EL, SPED) services will participate in small group instruction for \_25\_\_\_\_\_, minutes, \_2\_\_\_times a week with a focus on \_RL 2.9\_ standard or skill with the support teacher. Support teachers will \_\_use graphic organizers, visuals, singing songs, Think pair share, drawings, sight words, writing responses and sentence starters. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 2nd Grade Math Goal

*Achieve a 41% pass rate for the selected standard by the end of the quarter.*

*By implementing reason abstractly and quantitatively, construct viable arguments, and model mathematics, we will increase from 0% to 50% By allowing students to make sense of concepts that are taught by using their own words and thoughts with each other, positive recognition and authentic feedback, using diverse examples with the variety of background knowledge students have will use 2.OA.A.1 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. Students will partner pair share their understanding during each whole group and small group lesson to show how they solved the problem*



## **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

whole group- all students will engage in their daily iready math lesson using the try, discuss, connect method Students that need extra support reading the problems may struggle to complete the tasks from the curriculum support staff has pulled students to work on fact fluency 0-20 families are able to see student progress over schoology as well as end of lesson home connection pages, past lesson workbook pages, and quizzes going home weekly Students will add and subtract within 100 with 80% accuracy or more. Students may use manipulatives to show their understanding. Additionally teachers and students will monitor progress by weekly formative assessments and feedback will be given weekly to every student by teacher. Data brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

small group (EVERYONE will have a small group) students will be grouped based on their needs students that show competency 7/39 will have extension groups using numbers 0-1000 adding and subtracting 1x week 15 min students that show fluency in adding and subtracting to 20 as well as base 10 knowledge will be in groups to engage in different strategies for how to solve add and subtract numbers 0-100 2x week 15min students that show in the red will be pulled in groups to work on what base 10 means as well as practice their fluency from 0-20 +/- with manipulatives 3x week 15 min. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

in addition to implementing High Yield Instructional Strategies (sharepoint.com) during core instruction, students receiving SPED services will participate in small group instruction for 30 minutes, 4 times a week with a focus on 2.OA.A.1 standard or skill with the support teacher. Support teachers will use place value blocks, place value drawings, manipulatives, touch math, number line, math vocabulary words. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 3rd Grade ELA Goal

*Achieve a 25% pass rate for the selected standard by the end of the quarter.*

*By implementing timely feedback, close reading, and annotation 39 third graders will increase their mastery of the RI.3.2 priority standard from 10% meeting mastery to 25% meeting mastery as measured by the iReady diagnostic, unit project based inquiry, and weekly CBA's. The CRT practice of activating students' prior knowledge and class discussions about the text will be used to create an inclusive & equitable environment.*

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

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

**UNIT:** ELA Unit 1

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing timely feedback, close reading, and annotation, teachers will use whole group, partnerships, and small group instruction to support students in understanding how to determine the main idea of an informational text, recount key details, and explain how they support the main idea (RI.3.2). Students will use evidence from the text to support the main idea with focus on comprehension of informational texts. Additionally, teachers and students will monitor progress by iReady diagnostic, unit project based inquiry, and weekly CBA's and feedback will be given daily in whole group, small group, and conferring.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing timely feedback, close reading, and annotation, students participate in flexible skill grouping for 20 minutes, 2 times per week with focus on RI.3.2 priority standard. Teacher will provide direct instruction in using text features, prefixes and suffixes, and critical thinking through metacognition. Students will apply their knowledge of text features, prefixes and suffixes, and critical thinking through metacognition to summarize an informational text condensing key details that support the main idea. Progress will be measured by iReady diagnostic, unit project based inquiry, and weekly CBA's.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing the high yield strategies of feedback, close reading, and annotation, students will participate in Pre-teaching vocabulary, Think-Pair-Share, Flexible grouping, One-on-one conferring, and Reading Rotations, designated skill grouping for 20 minutes, 2 times per week with a focus on RI.3.2 priority standard. The teacher will provide direct instruction and graphic organizers in using text features, prefixes and suffixes, and critical thinking through metacognition. Students will apply their knowledge of text features, prefixes and suffixes, and critical thinking through metacognition and the use of organizers to summarize an informational text condensing key details that support the main idea. Progress will be measured by iReady diagnostic, unit-based inquiry, and weekly CBAs.

# 3rd Grade Math Goal

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

*By Oct 3, 2024 15% of students will improve by one level on the mastery scale of the 3.OA.A.3 standard as measured by iReady Diagnostic and iReady comprehension checks. The CRT practices of student discourse, scaffolding, and partner think-pair-share will be used to create an inclusive and equitable environment.*

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

**STANDARD:** 3.OA.A Represent and solve problems involving multiplication and division

**UNIT:** Unit 2 Multiplication and Division: Concepts, Relationships, and Patterns

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student discourse, scaffolding, partner think-pair-share, teachers will use whole group, partner, and small group instruction to provide opportunities to model and solve a variety of equal group multiplication situations allowing to students be able to identify the factor that represents the group and the factor that represents the number in a group in a multiplication problem. Additionally, students will make connections between written symbols and pictorial representations/models so as to identify the missing factor in a multiplication equation. To accomplish this, students will collaboratively use manipulatives, represent problem situation using mathematical symbols such as multiplication notation, explain their reasoning for each problem situation, and discuss their thinking and representations. Teacher practice will include meaningful student discourse, use of manipulatives, and exit tickets to measure understanding.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing student discourse during core instruction, students will participate in flexible small group 20 mins four times a week with a focus on 3.OA.A.3 standard. Teachers will provide direct instruction with math manipulatives modeling equal group situations where students identify the factor that represents the groups and the factor that represents the amount in the groups. Students will make connections between the models and written equations so they can identify the missing factor whether it be number of groups, number in groups, or total. Our progress will be measured by exit tickets, specific feedback, and brought to PLC meetings to inform future instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will focus on skip counting, repeated addition, and understanding multiples. Students will be evaluated by completing sequences of repeated addition equations and demonstrating their understanding of key vocabulary terms.

# 4th Grade ELA Goal

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

*By implementing the strategies of Pre-teaching vocabulary, Think-Pair-Share, Flexible grouping, One-on-one conferring, and Reading Rotations, we will increase skills aligned to the standard (Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text) from 42% to 80% by the end of the unit. To ensure inclusive and equitable practices small group opportunities will be provided for students to receive instant feedback.*

## **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 the strategies of Pre-teaching vocabulary, Think-Pair-Share, Flexible grouping, One-on-one conferring and Reading Rotations, teachers will use whole group, partner and small group instruction to support students in understanding 4.RI.1 to ensure students are able to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text through whole group instruction with a focus on. Additionally, students will monitor their progress by bi-weekly CFAs and feedback will be given verbally or in written form during whole group lessons and after every CFA.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing the strategies of Pre-teaching vocabulary, Think-Pair-Share, Flexible grouping, One-on-on conferring, and Reading Rotations, teachers will use small group instruction 20 minutes twice a week to support students in understanding 4.RI.1 to ensure students are able to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing the strategies of Pre-teaching vocabulary, Think-Pair-Share, Flexible grouping, One-on-on conferring, and Reading Rotations, students receiving Special Education services will participate in small group instruction for 20 minutes, 4 times a week with a focus on standard 4.RI.1 to ensure students can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Support teachers will provide graphic organizers, feedback, think-aloud, questioning, shared reading and writing in response, academic vocabulary, and turn and talk. Students will read leveled texts when making inferences and quoting the text directly.



# 4th Grade Math Goal

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

*By implementing the strategies of pre-teaching vocabulary, collect and display, turn and talk, and questioning math stems, we will increase skills aligned to the standard (generalize place value understanding for multi-digit whole numbers) from 45 to 80% by the end of the unit. To ensure inclusive and equitable practices small group opportunities will be provided for students to share personal reasoning and strategies and receive instant feedback.*

## **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 Collect and Display, Turn and Talk, Questioning Math Stems, and Math Rotations, teachers will use whole group, partner and small group instruction to support students in understanding 4.NBT.A to ensure students are able to generalize place value understanding for multi-digit whole numbers through whole group instruction with a focus on reasoning abstractly and quantitatively, constructing viable arguments and critique the reasoning of others, Use appropriate tools strategically, looking for and make use of structure, and looking for and expressing regularity in repeated reasoning. Additionally, students will monitor their progress by weekly CFAs (exit tickets, comp checks) and feedback will be given verbally or in written form during whole group lessons and after every CFA

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing Collect and Display, Turn and Talk, Questioning Math Stems, and Math Rotations, teachers will use small group instruction 20 minutes twice a week to support students in understanding 4.NBT.a to ensure students are able to generalize place value understanding for multi-digit whole numbers through whole group instruction with a focus on reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, using appropriate tools strategically, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning. Additionally, students will monitor their progress by weekly CFAs (exit tickets, comp checks) and feedback will be given verbally or in written form during whole group lessons and after every CFA

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing High Yield Instructional Strategies during core Math instruction, students receiving Special Education services will participate in small group instruction for 20 minutes, 4 times a week with a focus on standard 4NBT.B with the support teacher to ensure students can use place value understanding and properties of operations to perform multi-digit arithmetic. Support teachers will provide graphic organizers, feedback, think-aloud, questioning, shared math reasoning diagrams and concept charts for student support and response, academic vocabulary, and turn and talk. Additional focus on reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, looking for and expressing regularity in repeated reasoning. Additionally, students will monitor their progress by weekly Conferencing (exit tickets, comp checks) and feedback will be given verbally or in written form during support group lessons.

# 5th Grade ELA Goal

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

*There are 20 students at level 1/red, 9 students at level 2/yellow, and 19 students at level 3/green on Fall iReady Diagnostic for informational text. By 01-30-25, increase students at a level 2/yellow to 14, and increase the students at a level 3/green to 44 as measured informational text on Winter iReady Diagnostic. The Culturally Responsive and Relevant Teaching practices of: small groups, 1:1 conferring, feedback, and student discourse will be used to create inclusive and equitable practices.*

## **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 specific feedback, specific standards instruction, student discourse, and self-assessment during core ELA whole group instruction and targeted skills instruction during flexible small group instruction, students will build understanding in RI.5.1. By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by iReady Diagnostic, CFAs, and Savvas quizzes.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing targeted standards based instruction, feedback, conferring, and student discourse during our double dose small group instruction, students will build understanding in RI.5.1 by leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by (List measurement).

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing discourse and conferring and other High Yield Instructional Strategies during core instruction, students receiving SPED services will participate in small group instruction for 30 minutes, 4 times a week with a focus on standard RI.5.1 standard with the support teacher. Support teachers will provide graphic organizers, feedback, think alouds, questioning, shared reading and write in response, academic vocabulary, and turn and talk. Students will read informational texts when making inferences and quoting the text directly (RI.5.1).

# 5th Grade Math Goal

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

*By implementing the strategies of pre-teaching math vocabulary, collect and display, turn and talk, and questioning math stems, we will increase from 7% to 55% on the skills aligned to priority standard 5.MD.C.5. 55% of students will get an 80% or above on their Unit 1 test.*



## **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 Try, Discuss, Connect Routines, teachers will use whole group, partner, and small group instruction to improve students understanding of 5.NBT.B.5 and 5.MD.C.5 to ensure students are able to fluently multiply multi-digit numbers and relate volume to the operations of multiplication through Number Talk, and Notice/Wonder Charts. Additionally, students will receive feedback daily on their math pages, weekly on exit tickets, and biweekly quizzes. Staff will implement the SMPs by establishing clear lesson targets/goals and provide students the opportunity to make meaning of problems, analyze and discuss solutions, and share their thinking in small and whole groups. Through rough draft math strategies, they will monitor and evaluate their thinking and adjust course as needed to solve the mathematical concept. Students will be given the opportunity to solve problems in their own way using manipulatives such as base ten blocks, fraction tiles, geoboards, pattern blocks, etc. Feedback will be given through peer-to-peer interactions as teacher-guided student discourse through purposeful questioning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing timely feedback in small group and conferring, regularly referring to anchor charts, and consistent A/B partner talk, teachers will use whole group, partner and small group instruction to support students in understanding 5.MD.C.5. and 5.NBT.B.5. Students will focus on solving word problems involving multiplication. The teacher will prompt students to use sentence starters & discuss it questions as students are working with partners & small groups. Students will use the discuss it questions with their partner (SMP3) and will explain and defend their solution strategies verbally & using representations (SMP2). The teacher will facilitate discussion around problem solving strategies identifying how the approaches are the same or different. 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 III ON THESE STANDARDS

In addition to implementing High Yield Instructional Strategies ([sharepoint.com](https://sharepoint.com)) during core instruction, students receiving SPED services will participate in small group instruction for 30 minutes, 4 times a week with a focus on 5.MD.C.5 and 5.NBT.B. standard or skill with the support teacher. Support teachers will focus on place value foundations, multiplying with the area model and expanded form to show place value, math vocabulary words, finding the volume of a rectangular prism, making sense of a one-step word problem, choosing the appropriate operation and why. Students will use discourse and reason to describe their thinking, area model, expanded form, place value drawings, number lines, and manipulatives. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# Behavior Goal

**Ensure 98% of students have behaviors NOT resulting in suspension or expulsion.**

*By implementing weekly GAT lessons, daily Mindfulness practice, building wide Zones strategies and Restorative Practice, we will focus on improving student enjoyment of being at school which should help decrease the number of behavior incidents overall by the end of Q1 (or by the next cycle of Climate Surveys).*

## Root Cause Analysis

To address equity in the classroom: we've established culturally relevant instructional practices that include student voice and collaboration, diversifying of and access to learning materials and establishing authentic relationships with students and their families.

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

### ACTION STEP INTRODUCTION

School baseline at the end of Q2 of last year showed a total of 154 behavior incidents. 32% of those incidents were by students with an IEP. 73% of the incidents were by male students. Our goal is to put interventions in place to decrease our overall number of behavior incidents by at least 50% by the end of Q1.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Implement Getting Along Together Curriculum (building wide) with weekly classroom lessons. This will include creating a "reset" space within the classroom, with calming strategies/tools available and/or posted.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Mindfulness practices implemented in the classroom at least 2 times a day. We will also continue to use Zones of Regulation building wide and more frequent use of Restorative Practice. (Teachers will also focus on Tier 1 and 2 strategies in the classroom for behavior to strengthen foundation for those needing Tier 3 support).

# Preschool Goal

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

NA: No Fall CAP for TK



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

**STANDARD:** Cognitive: 11) Demonstrates positive approaches to learning: a) Attends and engages

**UNIT:** [Unit name]



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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

NA: No Fall CAP for TK

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

NA: No Fall CAP for TK

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

# Music Goal

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

*By January 30, 2025, 60% of Kindergartners will be able to demonstrate a steady beat to music, without teacher modeling, based on the rubric.*



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

**STANDARD:** Music 9 Respond- Apply criteria to evaluate artistic work

**UNIT:** Music - NA



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. Review Learning Target 2. Review success criteria – give examples Strategies may include: Practice steady beat as a class with a recording. Some examples: 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

In addition to music instruction, for students requiring additional support, the following strategies could be used to help students progress toward Music Standard 9. Example for support: marching, heartbeat, clock, patting to music.

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

*In Mrs. Henricksens's 5th grade class only 46% were meeting the P.A.C.E.R. standard according to the rubric. 10 scored a "1" 4 scored a "2" 9 scored a "3" 3 scored a "4" By the end of this quarter my goal is that 50% will move from a score of "1" to a score of "2" which would be five students out of the 10. My goal for the final P.A.C.E.R. test in May is that 70% of the students that started the year as a score of "1" will move to a score of "2" and that 50% of the students who initially scored a "2" will move to a score of "3"*



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

**STANDARD:** Health-6 Student will demonstrate the ability to use goal setting skills to enhance health

**UNIT:** PE - NA



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

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

I have completely revamped my entire warmup routine. This year our warmup is what is called a Tabata workout. It is accompanied with music and a timer horn that signals the transition to a different activity. This has proven to be a great change, it is more engaging, more interactive and much more physically rigorous.

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

I have created a second warmup routine that is called Four Wall Warmup. This is also much more fun and interactive and physically rigorous. I created this because I wanted something different and when you change things up, I find the engagement stays higher.

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

For ELL students I will model the activity before they attempt the assessment. For children with sensory needs I will provide headphones to reduce the noise overstimulation in PE. For ADD/ADHD students I will provide a "break area" where kids can spend some time without disrupting class. I also do recess support and coordinate soccer and football games that will help kids improve their P.A.C.E.R. scores.

# Kindergarten ELA Goal

*Achieve a 31% pass rate for the selected standard by the end of the quarter.*

*By January 30, 2025, 31% will improve from tier 3 to tier 2 on K.W.3 narrative writing as measured by a Writing CFA. The culturally responsive teaching practices of MODEL and GUIDING will be used to create an inclusive and equitable environment.*

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

**STANDARD:** W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**UNIT:** ELA Unit 1

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing MODELING and 1:1 CONFERRING during core instruction, students will build understanding in narrative writing, labeling, and writing a sentence related to a singular event. Students will demonstrate growth through practice assignments and feedback. Growth will be measured by bi-monthly CFAs using MyView 4-Point Narrative Writing Rubric, The Writing Strategies Book by Jennifer Serravallo, and TPS: Standards Based Rubrics for Narrative Writing.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing MODELING and GUIDING during core instruction, tier 2 students will receive additional support in narrative writing, labeling, and sentence composition. Teachers will use small group strategies such as grouping students with similar needs in writing to provide additional supports such as strategies for using sounds to spell, accessing the sight word wall, and alphabet chart to write about a single event.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing MODELING AND GUIDING High Yield Instructional Strategies (sharepoint.com) during core instruction, students receiving ML services will participate in small group instruction for 25 \_\_\_\_\_, minutes, 2\_\_\_\_\_times a week with a focus on \_\_\_\_\_standard or skill with the support teacher. Support teachers will use graphic organizers, visuals, singing songs, Think pair share, drawings, sight words, writing responses and sentence starters. Students will complete graphic organizers in response to a text of their point of view. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress. In addition to implementing High Yield Instructional Strategies (sharepoint.com) during core instruction, students receiving SPED services will participate in small group instruction for 30 minutes, 5 times a week with a focus on W.K.3 standard or skill with the support teacher. Support teachers will model and guide, shared write, writing checklist. Students will draw and label, write complete sentences. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.



# Kindergarten Math Goal

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

*By January 30, 2025, 55% of students will improve from tier 2 to tier 1 on counting 10 objects accurately with 1-1 correspondence. They will indicate the last number said is the number of objects counted, as measured by WA Kids assessment and iReady assessments. The culturally responsive teaching practices of Modeling and Providing 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 MODELING and PROVIDING whole group instruction daily for 10 minutes using counting strategies with manipulatives and Ready Classroom materials using core instruction, students will build understanding in counting and cardinality. Students will engage in peer to peer discourse. Students will demonstrate growth through practice assignments and specific feedback. Growth will be measured by iReady Classroom Mathematics Lesson Quizzes and iReady Classroom Mathematics Unit Assessments.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing MODELING and PROVIDING during core instruction, tier 2 students will receive additional support in counting and one to one correspondence. Teachers will use differentiated small group instruction strategies using manipulatives such as ten frames and counters to provide additional support and feedback to tier 2 students. This will occur once a week for 10 minutes. Student progress will be measured by iReady Classroom Mathematics Lesson Quiz and iReady Classroom Mathematics Unit Assessment.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing High Yield Instructional Strategies ([sharepoint.com](https://sharepoint.com)) during core instruction, students receiving SPED services will participate in small group instruction for 30 minutes, 5 times a week with a focus on K.CC.B.4 standard or skill with the support teacher. Support teachers will focus on 1:1 correspondence to 10, rote counting, number identification, using manipulatives, connecting 1:1 concrete models to a symbolic cardinality, ten frames, number lines. Students will use number lines, ten frames, concrete manipulatives to understand the relationship from physical to symbolic, identify numbers 0-10. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

## Staff Goal

**Support staff SEL (social awareness or relationship skills), resulting in at least 90% positive rating on the selected Climate Survey item.**

*90% of staff will respond positively to the Climate Survey that they believe that their school is an environment that supports their mental/emotional well-being by the end of Q1 (or at the time of the next cycle of Climate Surveys).*

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

#### PROMOTING SEL FOR STUDENT IMPACT

Re-establish clear expectations and boundaries for students, families and staff. Create opportunities to foster a sense of "belonging" among staff.

## Student Goal

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

*80% of students will share that they "enjoy coming to school" by then end of Q1 (or at the time of the next cycle of Climate Surveys).*

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

#### PROMOTING SEL FOR STUDENT IMPACT

Staff will utilize strategies to encourage student voice and be intentional about getting to know each of their students. Staff will create a safe environment for students to promote student success.