



Continuous Achievement Process & Plan

2025 Quarter 1

At Stanley Elementary we believe in the idea that what gets measured gets done. There is nothing more powerful in education than a skilled, collaborative, passionate group of like-minded adults with a clear focus. This plan uses data to narrow our collective focus and target our work on the areas of greatest need. Our goal is to be deliberately effective in the implementation of instructional strategies that actively engage students in their own learning.

Our Vision

We will... 1. Increase the % of students scoring at grade level as measured by state and district assessments. 2. Increase the number of students making Stretch Growth as measured by iReady. (Gr. 1-5) 3. Increase the % of students of color scoring at grade level as measured by state and district assessments. 4. Create a safe environment for students. 5. Implement tools/strategies to meet learning, behavioral, and social/emotional needs. 6. Build positive relationships with all stakeholders.

Our Mission

In partnership with families and community...Stanley will be a safe place; Stanley will be a learning place.

1st Grade ELA Goal

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

By implementing movement and consistent phonics routines we will increase from 4% to 70% in 1st grade in the area of RF.1.3, know and apply grade-level phonics and word analysis skills in decoding words, by the end of the unit. 59% of this group are students of color.



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 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing movement and consistent phonics routines, teachers will use whole group, partner, and small group instruction to improve students understanding of RF.1.3 to ensure students are able to know and apply grade-level phonics and word analysis skills in decoding words through Saavas reading and writing activities, phonics chants/songs, and Saavas phonics centers. Additionally, students will receive feedback weekly through teacher conferring and progress check assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in phonics that aligns with RF.1.3. Classroom teachers will use Saavas intervention materials, decodable readers, and guided reading text and the intervention will take place 1-2 times per week for 30 minutes. Progress will be monitored using Saavas checkpoint assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is phonics. By implementing letter name and phoneme recognition for this intervention, students will improve their understanding of the foundational concept of RF.1.3 in an effort to close the gap with their general education peers. This intervention will take place 5 days per week in LRC.

1st Grade Math Goal

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

By implementing use of manipulatives and number talks, we will increase from 0 % to 70 % in first grade in the area of representing and solving problems involving addition and subtraction by the end of the unit. 59% of this group are students of color.

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 manipulatives and think-pair-share, teachers will use whole group, partner, and small group instruction to improve students understanding of 1.OA.A to ensure students are able to represent and solve problems involving addition and subtraction through student practice pages, learning centers, and i-Ready digital practice lessons. Additionally, students will receive feedback daily through self-assessment of corrected learning tasks, and weekly through lesson quizzes.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in represent and solve problems involving addition and subtraction that aligns with 1.OA.A. Classroom teachers will use conferring and reteaching through connection of varied mathematical representations and the intervention will take place 2-3 for 15 minutes. Progress will be monitored using exit ticket problems and 4-finger self-assessment.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is strategies for addition and subtraction. By implementing 10-frames, cubes, and counters for this intervention, students will improve their understanding of the foundational concept of 1.OA.A in an effort to close the gap with their general education peers. This intervention will take place 5 days per week in LRC.

2nd Grade ELA Goal

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

By implementing close reading tasks with note taking strategies and summarization, we will increase from 15% to 40% in second grade in the area of demonstrating understanding of story elements of a narrative text by the end of the unit. 35% of this group are students of color.

CURRICULUM: the standards and units we are targeting

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

UNIT: ELA Unit 2

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing close reading tasks with note taking strategies and summarization, teachers will use whole group, partner, and small group instruction to improve students understanding of 2.RL.7- (Use information gained from the illustrations and words in a text to demonstrate understanding of its characters, setting or plot) to ensure students are able to demonstrating understanding of story elements of a narrative text through First Read strategies (read, look ask and talk). Additionally, students will receive feedback 4 times per week through exit tickets, weekly assessments and individual check-ins through our ELA Core instructional block.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional 1:1 or Small group support in English Language Arts that aligns with 2.RL.7- (Use information gained from the illustrations and words in a text to demonstrate understanding of its characters, setting or plot). Classroom teachers will use First Read strategies (read, look ask and talk close reading tasks with note taking strategies and summarization) and the intervention will take place 4 to 5 times weekly for 30 minutes. Progress will be monitored using weekly quizzes, progress checks, exit tickets, cold reads and unit assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is ELA. By implementing five finger retell and recall of the text for this intervention, students will improve their understanding of the foundational concept of 2.RL.7- (Use information gained from the illustrations and words in a text to demonstrate understanding of its characters, setting or plot) in an effort to close the gap with their general education peers. This intervention will take place 5 days per week in LAP/Title I, and 5 days per week in LRC.

2nd Grade Math Goal

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

By implementing the use of manipulatives and visual examples in our learning, we will increase student proficiency from 15% to 40% in 2nd grade in the area of understanding place value by the end of the unit. 35% of this group are students of color.

CURRICULUM: the standards and units we are targeting

STANDARD: 2.NBT.A Understand place value.

UNIT: Unit 3 Numbers Within 1,000: Place Value, Addition, and Subtraction

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing the use of math discussion in the classroom including number talks and think, pair share and math manipulatives, teachers will use whole group, partner, and small group instruction to improve students understanding of 2.NBT.A- (Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones to ensure students are able to identify how many ones, ten and hundreds a number represents through place value number drawings and manipulatives). Additionally, students will receive feedback daily through our whole group math core teaching block.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in place value understanding that aligns with 2.NBT.A- (Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones). Classroom teachers will use modeling through pictures, connecting cubes, place value blocks and anchor charts and the intervention will take place 3 to 4 times for 20 minutes per day. Progress will be monitored using i-Reading assessments and teacher created formative and summative assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is place value. By implementing modeling through pictures, connecting cubes, place value blocks for this intervention, students will improve their understanding of the foundational concept of 2.NBT.A- Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones in an effort to close the gap with their general education peers. This intervention will take place 5 days per week in LRC.

3rd Grade ELA Goal

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

By implementing Structured Lessons, we will increase from 25% to 50% in 3rd grade in the area of RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. by the end of the unit. 61% of this group are students of color.



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 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Structured Lessons, teachers will use whole group, partner, and small group instruction to improve students understanding of RI.3.2 to ensure students are able to determine the main idea of a text and recount the key details through multiple reads of the text, close read strategies, and interactive notebook practice. Additionally, students will receive feedback twice a week by the teacher reviewing their notebook and 1:1 conferring with each student.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in Informational text comprehension that aligns with RI.3.2. Classroom teachers will use leveled texts and scaffolds to support small group instruction, and the intervention will take place 4 days a week for 20 minutes. Progress will be monitored using exit tickets.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is informational text comprehension. By implementing leveled readers and leveled scaffolds for this intervention, students will improve their understanding of the foundational concept of RI.3.2 in an effort to close the gap with their general education peers. This intervention will take place 5 days a week in LAP/Title I, and 5 days a week in LRC.

3rd Grade Math Goal

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

By implementing structured lessons, we will increase from 22% to 75% in 3rd grade in the area of 3.NBT.A Use place value understanding and properties of operations to perform multidigit arithmetic by the end of the unit. 61% of this group are students of color.

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 structured lessons, teachers will use whole group, partner, and small group instruction to improve students understanding of 3.NBT.A to ensure students are able to use place value to solve multi-digit arithmetic through differentiated leveled problems, differentiated independent work and strategic partnerships. Additionally, students will receive feedback daily by the classroom teacher through exit tickets, 1:1 conferring and prior to turning in independent work.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in multidigit arithmetic that aligns with 3.NBT.A. Classroom teachers will use differentiated leveled problems and use of hands-on manipulatives and the intervention will take place 4 times a week for 15 min. Progress will be monitored using exit tickets and observation data.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is multidigit arithmetic. By implementing hands on learning for this intervention, students will improve their understanding of the foundational concept of 3.NBT.A in an effort to close the gap with their general education peers. This intervention will take place 5 days per week in LRC.

4th Grade ELA Goal

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

By implementing close reading and summarization, we will increase from 19% to 40% in 4th Grade in the area of comprehending information texts, RI.4.4 by the end of the unit.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

UNIT: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing close reading and summarization, teachers will use whole group, partner, and small group instruction to improve students understanding of Reading Informational Texts: RI.4.4 to ensure students are able to identify the main idea and support with key details from the text through daily assignments on a weekly text and formative assessments at the end of the week. Additionally, students will receive feedback daily during independent work time by the classroom teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in ELA that aligns with RI.4.4. Classroom teachers will use leveled readers and the intervention will take place twice a week for 30 minutes. Progress will be monitored using exit tickets.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is foundational reading skills leading to strong decoding and fluent, accurate reading. By implementing the HD Word and Soliday curriculums for this intervention, students will improve their understanding of the foundational concepts of phonics, high frequency words, techniques to decode simple to complex words, comprehension, and oral reading fluency practice in an effort to close the gap with their general education peers. This intervention will take place daily in SUCCESS classrooms, LAP/Title I, and LRC.

4th Grade Math Goal

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

By implementing note taking and manipulatives, we will increase from 10% to 40% in 4th Grade in the area of two by one digit multiplication 4.NBT.B.5 by the end of the unit.



CURRICULUM: the standards and units we are targeting

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

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



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing notetaking and manipulatives, teachers will use whole group, partner, and small group instruction to improve students understanding of multi-digit multiplication 4.NBT.B.5 to ensure students are able to multiply two-digit by one-digit numbers through interactive practice and the try-discuss-connect routine. Additionally, students will receive feedback daily by the classroom teacher through exit tickets and 1:1/small group conferring.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in Math that aligns with 4.NBT.B.5. Classroom teachers will use manipulatives fluency and skill practice and the intervention will take place 2 times a week for 20 minutes. Progress will be monitored using exit slips and the fluency/practice skill pages.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is multi-digit multiplication. By implementing the use of manipulatives with additional time and intensity for this intervention, students will improve their understanding of this foundational concept in an effort to close the gap with their general education peers. This intervention will take place daily in SUCCESS classrooms and LRC.

5th Grade ELA Goal

Achieve a 73% pass rate for the selected standard by the end of the quarter.

By implementing the use of Greek roots, prefixes and suffixes, we will increase from 22% to 73% in 5th in the area of determining the meaning of unknown words by the end of the unit. 43% of this group are students of color.

CURRICULUM: the standards and units we are targeting

STANDARD: L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 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

By implementing Greek roots, prefixes, and suffixes, teachers will use whole group, partner, and small group instruction to improve students understanding of L.5.4, determining meaning of unknown and multiple meaning words to ensure students are able to determine the meaning of unknown words through specific academic vocabulary and weekly word work. Additionally, students will receive feedback each week.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional Small group support in Vocabulary that aligns with L.5.4. Classroom teachers will use graphic organizers and guided vocabulary practice and the intervention will take place 3 times per week for 15 minutes. Progress will be monitored using CBA.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is vocabulary. By implementing graphic organizers and specific vocabulary instruction for this intervention, students will improve their understanding of the foundational concept of understanding unknown and multiple meaning words in an effort to close the gap with their general education peers. This intervention will take place 5 days per week for 15 minutes in SUCCESS classrooms, 5 days per week in LAP/Title I, and 5 days per week in LRC.

5th Grade Math Goal

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

By implementing interactive notebooks and small group instruction, we will increase from 29% to 50% in 5th grade in the area of 5.MD.C understand concepts of volume and relate volume to multiplication and to addition by the end of the unit. 43% of this group are students of color.

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 interactive notebooks, teachers will use whole group, partner, and small group instruction to improve students understanding of 5.MD.C Understand concepts of volume and relate volume to multiplication and to addition to ensure students are able to use multiplication for find the volume of rectangular prisms though whole group instruction, interactive notebooks, and classroom assignments. Additionally, students will receive feedback once a week from their teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in measurement and data that aligns with 5.MD.C. Classroom teachers will use interactive notebooks and manipulatives and the intervention will take place 3 times per week for 15 minutes. Progress will be monitored using exit tickets and CBAs.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is numbers and operations in base 10. By implementing small group instruction using manipulatives for this intervention, students will improve their understanding of the foundational concept of 5.MD.C in an effort to close the gap with their general education peers. This intervention will take place 5 days per week in LRC.

Behavior Goal

Ensure 95% of students have behaviors NOT resulting in suspension or expulsion.

By implementing GAT, CBT, and Second Step, we will maintain a 5% rate at Stanley in the area of the number of students not receiving exclusionary discipline.

Root Cause Analysis

GAT, Zones of Regulation, CBT, Second Step, CICO forms, teacher mentors.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

We have decreased the % of our students be suspended in the last 2 years from 22% to 5.6%. The goal is to continue this rate for all students.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Stanley teachers provide Tier 1 support through the use of morning meetings and Zones of Regulation. The counselor provides Tier 1 support through the teaching of the Second Step curriculum in grades K-3 and through the teaching of Cognitive Behavioral Therapy (CBT) in grades 4 and 5. The counselor also uses mentor texts as a teaching tool for topics that arise throughout the year.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Currently we have 18 students with a social/emotional IEP. The LRC teacher uses the GAT curriculum, Zones of Regulation, and social stories to meet behavior goals outlined in student IEP's. Students in Tier 2 receive a teacher mentor to check in with, a visual schedule, daily communication to home, a buddy room to deescalate, or a more formalized daily CICO.

Music Goal

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

By January 30th, 2025, 80% of kindergartners will be able to demonstrate a steady beat while class is singing, 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 multiple examples Strategies may include: Practice steady beat as a class with a recording. One student at a time demonstrates steady beat using body percussion for four measures while class sings along. Students will move around room matching the steady beat the teacher is playing on the drum. Students may play beat on a non-pitched percussion instrument.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier two instruction that had the most impact on the learning goal of steady beat were individualized games that provided opportunities for students to show individual growth with the goal, and songs that directly tied 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 81% pass rate for the selected standard by the end of the quarter.

By January 15, 2025, 80% of kindergartners will be able to consecutively hop five times in place within 10 seconds. based on the rubric.



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

1. Review Learning Target 2. Review success criteria – give multiple examples Review and practice basic locomotor skills in PE class warm ups

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

None

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

None

Kindergarten ELA Goal

Achieve a 35% pass rate for the selected standard by the end of the quarter.

By implementing non-linguistic representations, we will increase from 10% to 35% in kindergarten in the area of K.RF.4-Read emergent reader texts with purpose and understanding. Students will know letter names by the end of the unit. 42% of this group are students of color.

CURRICULUM: the standards and units we are targeting

STANDARD: RF.K.4 Read emergent-reader texts with purpose and understanding.

UNIT: ELA Unit 1

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing non-linguistic representations, teachers will use whole group, partner, and small group instruction to improve students understanding of K.RF.4-Read emergent reader texts with purpose and understanding to ensure students are able to identify letter names correctly through formative assessments, class work, games, phonics routines, also writing letters, and Savvas Alphabet unit. Additionally, students will receive feedback from teachers bi-monthly.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in Letter naming that aligns with K.RF.4-Read emergent reader texts with purpose and understanding. Classroom teachers will use non-linguistic representation to make memory connections to the letter names and using many tactile tools to create opportunities to practice letter names and the intervention will take place 4 times per week for 30 minutes. Progress will be monitored using letter naming assessment.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is phonemic awareness and letter identification. By implementing direct, explicit, multisensory instruction for this intervention, students will improve their understanding of the foundational concept in an effort to close the gap with their general education peers. This intervention will take place 4 days per week in LAP/Title I, and 5 days per week in LRC.

Kindergarten Math Goal

Achieve a 59% pass rate for the selected standard by the end of the quarter.

By implementing modeling and non-linguistic representations we will increase from 29% to 59% in Kindergarten in the area of K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality. Counting objects to 20 by the end of the unit. 42% of this group are students of color.

CURRICULUM: the standards and units we are targeting

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

UNIT: Unit 5 Numbers to 100

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling and non-linguistic representations teachers will use whole group, partner, and small group instruction to improve students understanding of K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality to ensure students are able to count objects to 20 through counting real life objects, engage in counting games, and move objects correctly on the computer to demonstrate understanding, read aloud number books, and math lessons. Additionally, students will receive feedback bi-monthly with their teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional (1:1 or Small group) support in K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality, counting objects to 20. Classroom teachers will use various games and counting activities, and the intervention will take place 3 times per week for 15minutes. Progress will be monitored using a one on one assessment with the teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is number identification. By implementing manipulatives to support with 1:1 correspondence for this intervention, students will improve their understanding of the foundational concept in an effort to close the gap with their general education peers. This intervention will take place 5 days per week in LRC.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 98% positive rating on the selected Climate Survey item.

By implementing agreed upon safety protocols we will increase from 96% to 98% in at Stanley in the area of staff feeling safe at school.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Meetings with Safety Team and SCDM to discuss safety concerns monthly. Annual review of procedures for arrival and dismissal.

Student Goal

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

By implementing our TWCI behavior matrix, Tier 1, 2, and 3 rewards, and through daily morning meetings and Zones of Regulation we will increase from 56%% to 80% in at Stanley in the area of the number of students of students feeling safe at school by the 2025 Climate Survey.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Stanley teachers provide Tier 1 support through the use of morning meetings and Zone of Regulation. Tier 1 positive reinforcement is done through our Cougar Band initiative. Tier 2 positive behavior will be recognized every 8 weeks at a Recognition Assembly. Exceptional behavior is reward through our Cougar Elite initiative. The counselor provides Tier 1 support through the teaching of the relevant classroom lesson on bullying and appropriate language. The counselor also uses mentor texts as a teaching tool for topics that arise throughout the year.