



## Continuous Achievement Process & Plan 2025 Quarter 1

*Our professional agreements align to our student PRIDE expectations. 1) Positive Attitude: create & maintain a supportive & positive school climate. 2) Respect myself & others: create & maintain positive relationships w/ peers & students. 3) I accept responsibility: monitor student learning by administering & using assessment information & use of data. 4) Do my best: partner with families to increase engagement & success. 5) Expect success: improve instruction/increase achievement.*

### Our Vision

We will involve students, staff, families & community to create a learning environment which is safe, academically challenging & positive for all; have high, consistent, expectations for success through collaboration and a commitment to support one another; foster use of written/oral language for communication, critical thinking & problem solving across the content areas; provide a culture that celebrates differences & diversity; provides students w/ a strong foundation for success.

### Our Mission

To make a positive difference in the lives of children so that they will have the confidence and capability to achieve their highest academic and social potential. We will partner with families and the community members to provide and support an engaging and safe learning environment through standards based instruction so our students build upon their academic and social foundation throughout their academic journey and beyond.

# 1st Grade ELA Goal

*Achieve a 38% pass rate for the selected standard by the end of the quarter.*

*By implementing the Savvas high frequency words reading routines in whole group sessions and practicing sight words 45 minutes per week using SAVVAS word games, small group instruction, and heart word routine, students will improve their word recognition and decoding skills. In order to assess fluency we will be using the timed TSI powerpoint to assess HFW. Their fluency will improve leading to the ability to read with sufficient accuracy and fluency to support comprehension (RF1.4). Students will be able to read the SAVVAS decodables in unit 1 weeks 1-6 by Nov. 15, 2024. We are using the HFW and SAVVAS decodables as assessments to monitor progress. Students will meet with the teacher either 1:1 or in small groups to receive feedback and mark progress following these assessments. The CRT practice of targeted, relevant feedback in small groups will be used to create an inclusive & equitable environment.*

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

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

**UNIT:** ELA Unit 1

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will implement partner and small group practice with targeted activities such as online and analog games as well as independent reading time. Students will monitor their own progress when it comes to learning their 30 HFW by the end of the unit. Students will set goals for HFW using the sight word booklets and goal setting sheet.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will work on guided reading word work tied into a just right level book. Students will work on SAVVAS generated sorts in a small group focusing on specific sounds and then students will work on their differentiated individual sound cards and complete sorts independently. SAVVAS HFW and Phonics progress checks will be used to progress monitor and goal set. Students will be able to track their growth at completion of each week.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be pulled out into a small group two-three times per week (ML) to five times per week (LRC, Title I, LAP) for 20-25 minutes with an interventionist focusing on phonemic awareness, phonics, fluency, vocabulary, comprehension, language development, mathematics, and social-emotional skills based on student needs. Teachers and students will track progress using screener tools.

# 1st Grade Math Goal

*Achieve a 36% pass rate for the selected standard by the end of the quarter.*

*By the end of unit 1 Nov 15, 2024 36% will improve by 1level on the mastery scale on 1.OA.C.6 as measured by iReady lesson quizzes, Ready Math comprehension checks, and unit 1 assessment. The CRT practice of targeted, relevant feedback in small groups will be used to create an inclusive & equitable environment.*

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

**STANDARD:** 1.OA.C Add and subtract within 20

**UNIT:** Unit 1 Relating Addition and Subtraction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The students will make sense of problems using 3 reads language routines, call on students using equitable sticks to answer questions, independent think time and then students work with partners to solve problems while teacher rotates and asks probing questions. Discuss - Students will share their thinking with partners and share their strategies and prepare for whole class discussion. Connect - Students will make connections and explain their thinking to new problems and work independently. 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who are needing more support, the teacher will make specific centers or activities geared toward their learning path. Kids will be grouped on their abilities to complete tasks from exit ticket slips. Based on student need, it will vary but they will meet a minimum of twice a week for 10 minutes per session. Students & teacher will track completion of center/activities and effort applied weekly with a goal of 80% accuracy.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will participate in differentiated i-Ready lessons based on their areas of growth per the Fall assessment with an emphasis on addition and subtraction within 20. The goal is 45 minutes per week with an 80% pass rate on completed lessons. Teacher will use data to confer with students to set new goals.

# 2nd Grade ELA Goal

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

*By February 2025, 40% of 2nd graders will be able to identify fiction story elements by decoding and analyzing second grade level fiction text. We will provide scaffolds and culturally relevant text to ensure inclusion and CRT occurs. We plan to administer a mid cycle and post cycle assessment to analyze progress.*

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

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

**UNIT:** ELA Unit 1

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In Whole Class group, teacher will introduce sight words each day and students also have opportunities to read the word wall as a resource and identify the words as they are reading in their small individualized groups. These sight word sessions will be targeted to support instruction in fiction text around story elements.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In small groups, students will be working on groups of sight words each day, so that they can become fluent in identifying the first 100 words.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be pulled out into a small group two to three times per week (ML) to five times per week (LRC, Title 1, LAP) for 20-25 minutes with an interventionist focusing on phonemic awareness, phonics, fluency, vocabulary, comprehension, language development, mathematics and social-emotional skills based on student needs. Teacher and students will track progress using screener tools.

# 2nd Grade Math Goal

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

*By implementing a variety of supportive instructional strategies such as use of manipulatives (place value materials, ten frames, pictorial representations), 1:1 or small group check-ins, A/B partner think/pair shares, choral reading of the Try It problem and additional story problems for students struggling with reading comprehension, we will increase from 10% to 35% of students in 2nd grade, will 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.*

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

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

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The class will use the Try It, Discuss It, Connect It presented in Ready Math using number talk sentence frames. Students will practice these sentence frames and they will be posted in the classroom for reference. We will begin with addition, move to subtraction and then teach both together within story problems. Exit tickets and observation will be used as well as weekly lesson quizzes to check for understanding.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction where students used number talk sentence frames, those who show that they are having difficulty with the general concepts of addition/subtraction to 20 will receive small group instruction twice weekly for 10-15 minutes. During this instruction, we will work on deeper understanding of using mental math strategies, such as make a ten, counting on, and using number lines. Students will be asked to end each session by completing an exit ticket with further intervention and feedback if needed.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be pulled out into a small group two-three times per week (ML) to five times per week (LRC, Title I, LAP) for 20-25 minutes with an interventionist focusing on phonemic awareness, phonics, fluency, vocabulary, comprehension, language development, mathematics, and social-emotional skills based on student needs. Teachers and students will track progress using screener tools.

# 3rd Grade ELA Goal

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

*By February 3, 50% of students in Tier 2 or 3 will improve by 1 level on the mastery scale on W.3.2 as measured by formative assessments. The CRT practice of students making meaning and learning through collaboration - discourse, dialogue, shared presentation development - with each other will be used to create an inclusive & equitable environment. By implementing a variety of instructional strategies, such as access to reading of short texts or articles about Orcas, including a variety of cultural experiences, with story features needed in non-fictional texts to use for highlighting, peer editing, dialogue and discourse about their piece of writing, we will increase from 2% to 50% of students in 3rd grade, by February 3, 2025, including 30% of students of color, to develop real descriptions of Orcas using effective technique, convention usage and descriptive details, utilizing the iReady informational non-fiction writing rubric and self-assessment tool.*

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

**STANDARD:** W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**UNIT:** ELA Unit 2

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In teaching students to write informative/explanatory texts to examine a topic and convey ideas and information clearly (3W.2) teachers will utilize pieces of text, and include texts from multiple cultures/languages, highlighting, peer editing based on the rubric, dialogue and discourse, during whole group instruction to find greater understanding of writing elements and technique. Students will receive pieces of text to discover proper use of writing elements and technique. Once they have a chance to work on their own, they will then get into pairs and do a peer editing protocol. Then the whole group will come together to summarize thoughts and ideas. Progress will be monitored using information gathered from class discourse and the summative assessment will be the piece of writing (Informative) itself. Students will check their progress by looking at the rubric for 3W.3. In flexible small group time, we will focus on structure and focused content flow in the informative piece as mentioned in Tier 2.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core, a small group of learners will meet 2 times a week for 20 minutes to use graphic organizers like a T-Chart and teacher questioning strategies (sentence stems, prompting as needed...) to scaffold their thinking leading students to write informative/explanatory texts to examine a topic and convey ideas and information clearly and write about events using effective technique, convention usage, descriptive details and clear event sequences. Assessment will be summative and include teacher anecdotal records, based on the rubric, while conferring with students at each meeting. Students will track their progress by self-assessing using success criteria and established rubric.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core, the 1:1 conferring sessions will meet 4 times a week for 5 minutes and use graphic organizers like a T-chart and teacher questioning strategies (sentence stems, prompting as needed...) to develop informational text about events or topics using effective technique, convention usage, descriptive details and clear event sequences. Assessment will be formative and include teacher anecdotal records while conferring with students, using the rubric, at each meeting. Students and the teacher will track their progress in collaboration by assessment using success criteria and established rubric.

# 3rd Grade Math Goal

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

*By February 3, 2024, 50% of students in Tier 2 or 3 will improve by 1 level on the mastery scale on 3.NBT.A.1 as measured by iReady Comprehension Checks and formative assessments. The Culturally Responsive Teaching practice use of Math Talks, small group instruction, modeling, and manipulatives will be used to create an inclusive & equitable environment.*

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

**STANDARD:** 3.NBT.A Use place value understanding and properties of operations to perform multidigit arithmetic

**UNIT:** Unit 1 Three-Digit Numbers: Place Value, Addition, and Subtraction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student talk protocols teachers will use whole group, partner and small group instruction to support students in understanding 3.NBT.A.1 to ensure students are able to explain the use of place value understanding to round whole numbers to the nearest 10 or 100 with an explanation, through whole and small group instruction, IReady support lessons, Math Talks and Exit Tickets.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teacher practices will include monitoring student progress toward the standard through formative assessments, 1:1 conferring and Math Talks. Students will compute and manipulate numbers to better understand the concept of place value in rounding whole numbers to the nearest 10 or 100, with a focus on explaining their thinking using numbers and words. Additionally teachers and students will monitor progress by completing formative assessments and feedback will be given daily.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing student talk protocols during core instruction, students will participate in small group instruction for 10 minutes, 2 times a week with a focus on 3.NBT.A.1. Teachers will monitor with formative assessments and a summative exam at the end of study. Students will learn by engaging in interactive and collaborative math talks and learning communities. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

# 4th Grade ELA Goal

*Achieve a 45% pass rate for the selected standard by the end of the quarter.*

*By January 30, 2025 35% of students in Tier 2 will improve by 1 level on the mastery scale on 4.W.3 as measured by classroom-based assessment. Using the CRT practices students will be able to have an inclusive & equitable environment. Culturally Responsive Practices (sharepoint.com) By implementing a variety of instructional strategies, such as access to reading of short texts, including a variety of cultural experiences, with story features needed in fictional narratives to use for highlighting, peer editing, dialogue and discourse about their piece of writing, we will increase from 25% to 35% of students in 4th grade, by January 30, 2025, including 43% of students of color, to develop real or imagined experiences or events using effective technique, convention usage, descriptive details and clear event sequences utilizing the iReady narrative writing rubric and self-assessment tool.*



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

**STANDARD:** W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**UNIT:** ELA Unit 1



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In teaching students to develop real or imagined experiences or events using effective techniques, convention usage, descriptive details and clear event sequences. (W4.3) Teachers will utilize pieces of text, and include texts from multiple cultures/languages, highlighting, peer editing based on the rubric, dialogue and discourse, during whole group instruction to find greater understanding of writing elements and technique. Students will receive pieces of text to discover proper use of writing elements and technique. Once they have a chance to work on their own, they will then get into pairs and do a peer editing protocol. Then the whole group will come together to summarize thoughts and ideas. Progress will be monitored using information gathered from class discourse and the summative assessment will be the piece of writing(narrative) itself. Students will check their progress by looking at the rubric for W4.3.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core, a small group of learners will meet 2 times a week for 20 minutes to use graphic organizers like a T-Chart and teacher questioning strategies(sentence stems, prompting as needed...) to scaffold their thinking leading students to develop real or imagined experiences or events using effective technique, convention usage, descriptive details and clear event sequences. Assessment will be summative and include teacher anecdotal records, based on the rubric, while conferring with students at each meeting. Students will track their progress by self-assessing using success criteria and established rubric.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core, the 1:1 conferring sessions will meet 4 times a week for 5 minutes and use graphic organizers like a T-chart and teacher questioning strategies(sentence stems, prompting as needed...) to to develop real or imagined experiences or events using effective technique, convention usage, descriptive details and clear event sequences. Assessment will be formative and include teacher anecdotal records while conferring with students, using the rubric, at each meeting. Students and the teacher will track their progress in collaboration by assessment using success criteria and established rubric.



# 4th Grade Math Goal

*Achieve a 45% pass rate for the selected standard by the end of the quarter.*

*By January 30, 2025, 30% of students in Tier 2 or 3 will improve by 1 level on the mastery scale on 4.NBT.B as measured by classroom-based assessment and iReady summative unit and lesson tests. The Culturally Responsive Teaching practice use of Math Talks, small group instruction, modeling, and manipulatives will be used to create an inclusive & equitable environment.*

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

**STANDARD:** 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic

**UNIT:** Unit 1 Whole Numbers: Place Value, Comparison, Addition, and Subtraction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student talk protocols teachers will use whole group, partner and small group instruction to support students in understanding 4.NBT.B to ensure students are able to explain the concept around adding and subtracting whole numbers, through whole and small group instruction, i-Ready support lessons, Math Talks and exit tickets. Teacher practices will include monitoring student progress toward the standard through formative assessments, 1:1 conferring, Math Talks and exit tickets. Students will compute and manipulate numbers to better understand the concept of adding and subtracting whole numbers when comparing them and explaining how and why they fit in a place value chart with a focus on explaining their thinking using numbers and words. Additionally, teachers and students will monitor progress by completing formative assessments and feedback will be given daily.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing student talk protocols during core instruction, students will participate in small group instruction for 10 minutes, 2 times a week with a focus on 4.NBT.B. Teachers will monitor with formative assessments and a summative exam at the end of study. Students will learn by engaging in interactive and collaborative math talks and learning communities. Progress will be measured by exit slips and consistent feedback.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be pulled out into a small group two-three times per week (ML) and in-class small groups for 15 minutes with classroom teacher focusing on basic number sense, the four operations using 2-digit whole numbers, then 3-digit whole numbers. Good habits in solving problems, practicing and building confidence will increase social-emotional skills based on student needs. Teachers and students will track progress using exit tickets and short classroom assessments.

# 5th Grade ELA Goal

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

*By February 2, 31% of students in Tier 2 will improve by 1 level on the mastery scale on 5.W.3 (priority standard) as measured by classroom-based assessment. Using the CRT practices students will be able to have an inclusive & equitable environment. Culturally Responsive Practices (sharepoint.com) By implementing a variety of instructional strategies, such as access to reading of short texts, including a variety of cultural experiences, with story features needed in fictional narratives to use for highlighting, peer editing, dialogue and discourse about their piece of writing, we will increase from 25% to 40% of students in 5th grade, by January 30, 2024, including 43% of students of color, to develop real or imagined experiences or events using effective technique, convention usage, descriptive details and clear event sequences utilizing the iReady narrative writing rubric and self-assessment tool.*



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

**STANDARD:** W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**UNIT:** ELA Unit 3



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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In teaching students to develop real or imagined experiences or events using effective techniques, convention usage, descriptive details and clear event sequences. (3.W.3) Teachers will utilize pieces of text, and include texts from multiple cultures/languages, highlighting, peer editing based on the rubric, dialogue and discourse, during whole group instruction to find greater understanding of writing elements and technique. Students will receive pieces of text to discover proper use of writing elements and technique. Once they have a chance to work on their own, they will then get into pairs and do a peer editing protocol. Then the whole group will come together to summarize thoughts and ideas. Progress will be monitored using information gathered from class discourse and the summative assessment will be the piece of writing(narrative) itself. Students will check their progress by looking at the rubric for 3.W.3.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core, a small group of learners will meet 2 times a week for 20 minutes to use graphic organizers like a T-Chart and teacher questioning strategies(sentence stems, prompting as needed...) to scaffold their thinking leading students to develop real or imagined experiences or events using effective technique, convention usage, descriptive details and clear event sequences. Assessment will be summative and include teacher anecdotal records, based on the rubric, while conferring with students at each meeting. Tier 2 section for example template) Students will track their progress by self-assessing using success criteria and established rubric

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be pulled out into a small group two-three times per week (ML) to five times per week (LRC, Title I, LAP) for 20-25 minutes with an interventionist focusing on phonemic awareness, phonics, fluency, vocabulary, comprehension, language development, mathematics, and social-emotional skills based on student needs. Teachers and students will track progress using screener tools.

# 5th Grade Math Goal

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

*By January 20, 2025, 40% of students in Tier 2 or 3 will improve by 1 level on the mastery scale on 5.NBT.B as measured by iReady Lesson Quiz. The Culturally Responsive Teaching practice use of Math Talks, small group instruction, modeling, and manipulatives will be used to create an inclusive & equitable environment.*

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

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

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student talk protocols teachers will use whole group, partner and small group instruction to support students in understanding 5.NBT.B to ensure students are able to explain the concept around adding and subtracting decimals, through whole and small group instruction, i-Ready support lessons, Math Talks and exit tickets. Teacher practices will include monitoring student progress toward the standard through formative assessments, 1:1 conferring, Math Talks and exit tickets. Students will compute and manipulate numbers to better understand the concept of decimals when comparing them and explaining how and why they fit in a place value chart with a focus on explaining their thinking using numbers and words. Additionally, teachers and students will monitor progress by completing formative assessments and feedback will be given daily.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing student talk protocols during core instruction, students will participate in small group instruction for 10 minutes, 2 times a week with a focus on 5.NBT.B. Teachers will monitor with formative assessments and a summative exam at the end of study. Students will learn by engaging in interactive and collaborative math talks and learning communities. Progress will be measured by exit slips and consistent feedback.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be pulled out into a small group two-three times per week (ML) and in-class small groups for 15 minutes with classroom teacher focusing on basic number sense, the four operations using 2-digit whole numbers, then 2-digit decimal numbers. Good habits in solving problems, practicing and building confidence will increase social-emotional skills based on student needs. Teachers and students will track progress using exit tickets and short classroom assessments.

# Behavior Goal

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

*We must continue to implement a variety of strategies outlined in the GAT curriculum, Schoolwide Cooperative Challenge, tapping routines, 2nd Step, check and connect and counselor lessons/support. By doing so, we will decrease exclusionary discipline specifically for boys. Additionally, any student who receives out of school discipline resulting from unsafe behaviors on the playground/classroom, will not exceed 2% of the student body. Finally, we will reduce gender and special education disparities in disciplinary actions from 50% to 40% and be mindful of our overall 98% goal.*

## Root Cause Analysis

Current disparities may exist because of the need to increase restorative practices, use of community circles and improving students' sense of belonging. We also need to address self-management and calming skills in the classroom/on the playground. We will continue to use tapping routines and other calming strategies schoolwide with all students & adults. Staff will also implement community circles daily if possible.

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

### ACTION STEP INTRODUCTION

Disciplinary actions were applied to male students. Incidents in general occurred on the playground or in the classroom. The incident codes center around unsafe behavior with/without major injury. This information, along with climate data, shows we need to work on belonging and self-management skills.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will participate in community circles and reinforce the Schoolwide Cooperative Challenge (from the GAT curriculum) and teach strategies by using the resources and materials provided. Teachers will commit to doing circles and teaching the weekly strategy and define what it looks like/sounds like. They will discuss issues that impact a student/s and practice the schoolwide strategies with students. Strategies are defined in the GAT curriculum and will improve calming oneself in order to self-manage. On the playground, we will use student conflict managers to help resolve conflict and increase a sense of belonging. In class, we will work on calming strategies and working with others.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will strengthen student and adult SEL capacity by modeling different conflict resolution strategies from the GAT curriculum and the STEP model from the 2nd Step SEL curriculum. We will also participate in a variety of daily/weekly tapping opportunities to help with calming oneself when stressed. We will provide support materials to help implement these steps school wide. Additionally, we will continue to use tiered support systems to meet the variety of needs for all students especially those who need differentiated supports in self-management, calming strategies and resolving conflicts.

# 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. By January 30, 2025, 60% of Kindergartners will be able to demonstrate a steady beat to music, without teacher modeling, based on the rubric. \*TPS Priority Anchor Standard 9: Apply criteria to evaluate artistic work \*Student Growth Criterion 3: Recognizing individual learning needs and developing strategies to address those needs. \*Concept Being Assessed: Steady Beat*



## **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. • 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. Students sing songs that embed a beat activity. Ex. Johnny Works With One Hammer.

### 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. Examples for supports: marching, heartbeat, clock, patting to music. Tier two instruction to be used to impact the learning goal of steady beat include individualized games that provide opportunities for students to show individual growth with the goal, and songs that demonstrate the beat that directly tie to the goal that are sung anywhere, not just in the music classroom. • Observable formative and summative assessments from class time. There is generally not time made available for a specialist to double dose.

### 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.**

*48% of Mr. Godderis 1st grade students are currently meeting standard 1.6.1. By December 10th 2024, 70% will be meeting standard as measured by visual underhand throwing assessment. This will be achieved through modeling the correct form, pictures/videos demonstrating proper form, activities centered around underhand throwing, and using different objects to increase grip. Student data will reflect equitable distribution of outcomes across lines of race and ethnicity.*

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

**STANDARD:** PE-3 Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

**UNIT:** PE - NA

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

During whole group instruction, I will use modeling, movement exploration, and peer to peer coaching strategies to teach the fundamental movement markers necessary to perform the skill correctly. Additionally, I will create activities centered around underhand throwing (underhand tossing gator ball against the wall).

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During small group instruction, I will reteach physical modeling how to underhand throw using the proper form. I will provide a visual example on the white board/view sonic displaying the proper form.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

By identifying and implementing individual checks with tier 3 students daily, intentional grouping, alternative forms of assessment and SEL sensitive lessons.

# Kindergarten ELA Goal

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

*By December 2024, Kindergarten students will increase proficiency in standard RF.K.3, by 50% as measured by classroom based assessments and classroom monitoring. Progress will be ensured through equitable strategies, including differentiated instruction, culturally relevant content, collaborative learning, regular progress monitoring, and targeted feedback to ensure that all students achieve this goal.*

## **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

Using Savvas reading curriculum to provide students with daily practice with the alphabet. Teachers will use Savvas videos, games, centers and exit tickets to practice skills and assess learning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Kindergarten students will receive small group instruction daily working on specific skills to support student learning on a differentiated level.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who are identified as needing extra support will receive daily support to work on identifying letter names.



# Kindergarten Math Goal

*Achieve a 90% pass rate for the selected standard by the end of the quarter.*

*By December 2024, 90% of kindergarten students will meet standard by counting objects to 10. We will meet this goal through observational anecdotal notes, use of a variety of manipulatives, exit tickets and ongoing assessments. Progress will be ensured through equitable strategies including differentiated instruction, culturally relevant content, anecdotal notes, collaborative learning and targeted feedback.*

## **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

Use I-ready workbooks and digital curriculum to provide students with daily practice of counting objects to 10. Teachers will use videos, games, hands-on centers and exit tickets to practice skills and assess learning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Kindergarten students will receive daily small group instruction working on specific skills to support student learning on a differentiated level.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students who are identified as needing extra support will receive daily support to work on counting objects to 10.

## Staff Goal

**Support staff SEL (social awareness or relationship skills), resulting in at least 82% positive rating on the selected Climate Survey item.**

*The staff climate survey shows that 13% of staff seldom or almost never feel the school environment supports their mental/emotional well-being.*

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

#### PROMOTING SEL FOR STUDENT IMPACT

We will survey staff about activities they'd like implemented to support them. We will do this three times this year through the Whole Child Team. We believe that ideas have been generated in the past, but that individuals need to also take an active role in participating/collaborating/talking with others. We will also offer staff lunch days at least three times this year in which everyone has the opportunity to participate. After school get togethers will be offered as well.

## Student Goal

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

*CASEL states: students with strong self-awareness skills can identify their emotions and recognize their strengths and weaknesses. Self-awareness is an import skill for building self-confidence, self-direction and empathy for others and solving conflicts. According to the student survey 60% of the 1st-5th grade students meet this goal. By February 2, the percentage of the students meeting this goal will increase to 65% as measured by the student survey. I will accomplish this goal by classroom lessons on empathy and conflict solving skills. I will incorporate a unit of interpersonal sharing on strengths by utilizing culturally inclusive competent sharing and mutual respect. We will add additional training for the conflict managers for 5th grade and work on cross grade mutual student support.*

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

#### PROMOTING SEL FOR STUDENT IMPACT

Augment the GAT curriculum by utilizing second step lessons and Conflict solving skills. Start the conflict manager program by the middle of September School wide use of "I statements" and feeling words to describe how one feels working toward a "Win-Win" solution as defined by the GAT curriculum. Helping students become more aware of their cultural backgrounds which creates a lens though which students see and interpret the world and how certain biases might exist because of this lens.