

Skyline Elementary School

Continuous Achievement Process & Plan

2023 Quarter 2

Skyline Skyhawks soar to success this school year by being kind, responsible, respectful, and safe. Skyline provides an education that respects each student's dignity and offers multiple opportunities for meeting goals. We provide a safe, consistent, and predictable learning environment for all students to become risk-takers in their education. Students will utilize digital learning tools as teachers incorporate technology into their instruction to support student learning at all levels.

Our Vision

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 parents and the community, Skyline promotes success for all students.

1st Grade Math Goal

Achieve a 54% pass rate for the selected standard by the end of the quarter.

S-By the end of Q2, 54% of first grade students will meet the standard. M-Comprehension checks, unit assessments, and exit tickets from iReady Math. A-Use a single point rubric for 1.NBT.C.4 throughout the entire goal window to provide feedback for each student. R-Every first-grade student will show growth in their understanding of the standard 1.NBT.C.4 on the single point rubric. T-I-Intentionally invite students to engage in math instruction personalized by their needs/data. E-Use whole group, small group, and one to one instruction based on student centered strategies.

Curriculum: the standards and units we are targeting

STANDARD: 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

UNIT: Unit 4 Operations with Tens and Ones: Addition and Subtraction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing turn and talk, 1:1 conferring, feedback, graphic organizers, and modeling, teachers will use whole group, partner and small group instruction, to support students in understanding 1.NBT.C.4 to ensure students are able to add and subtract within 20, including a two-digit number and a one-digit number through making sense of problems and persevere in solving them (SMP1), using appropriate tools strategically (SMP5), and modeling with mathematics (SMP4). Progress monitoring will be tracked through weekly comprehension checks, daily exit tickets, and iReady diagnostic data.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Based on assessed student needs, goals will be presented clearly so students know what they are intended to learn.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing 1:1 conferring, partner work and graphic organizers during core instruction, tier 3 students will receive additional support in NBT.C.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 strategic use of math tools and manipulatives. Student progress will be measured by exit tickets, formative assessments and daily work.

1st Grade ELA Goal

Achieve a 48% pass rate for the selected standard by the end of the quarter.

There are 33% of first-grade students meeting benchmark goals on the winter iReady diagnostic. By the end of Q2, the percent of students meeting benchmark will increase to 48% as measured by the spring 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: Phonics Unit 4 Word Builders

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 Lucy Caulkins phonics activities, Okapi guided reading, and iReady My Path instruction. Progress monitoring will be tracked through DRAs, conferencing, and iReady.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Based on assessed student needs, goals will be presented clearly so students know what they are intended to learn.

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 Acadience progress monitoring.

2nd Grade Math Goal

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

There are 0% of 2nd grade students meeting this standard of 2.NBT.B.7. By May 5th, 2023, the percent of students meeting the standard will increase to 50% as measured by comprehension checks unit assessment from ready classroom. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.

Curriculum: the standards and units we are targeting

STANDARD: 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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 use of manipulatives to show their understanding, small groups, share, questioning, feedback, flexible grouping, teachers will use whole group, partner and small group instruction to support students in understanding 2.NBT.B.7 to ensure students are able to add and subtract within 1000 through engaging in daily iReady math lessons using the try, discuss, connect method; extra support in reading problems when needed to complete tasks from the curriculum, support staff pulling students to work on fact fluency 0-20 as well as place value, and family connection to see progress over schoology as well as home connection pages and quizzes past lesson workbook pages. Progress monitoring will be tracked through end of unit quizzes, lesson workbook pages, and iReady.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

small group students will be grouped based on their needs in relation to the standard grouping based on addition needs subtraction needs regrouping and borrowing using manipulatives such as base 10 blocks and 100 chart students will receive timely feedback from exit tickets as well as formatively assessing them during their small group

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to teacher clarity, question math stems and flexible grouping during core instruction, tier 3 students will receive additional support in 2.NBT.B.7. Students will meet in an intervention group for 25 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 1:1 conferring, small group work and exit tickets. 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 and one student 30 minutes twice a week with a focus on 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds standard or skill with the support teacher. Support teachers will provide support in adding and subtracting within 100, using place value concepts, and place value patterns on a hundreds chart. Students will need to explain how they solve using place value vocabulary and reasoning and connection to their representation. Students will use manipulatives,

2nd Grade ELA Goal

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

There are 20% of 2nd graders meeting the standard of RI.2.6. By May 25th, 2022 the percent of students meeting the standard will increase to 50% as measured by iReady reading diagnostic. We will accomplish this by implementing A/B partner think-pair share, one on one conferring, and flexible skill groups with differentiated nonfiction reading material. We will assess this using the single point rubric as well as the ism for RI.2.6.

Curriculum: the standards and units we are targeting

STANDARD: RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

UNIT: Schoolwide Reading Nonfiction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing note taking: organizing + transforming notes, classroom discussion (sentence stems), turn/talks, feedback; teachers will use whole group, partner and small group instruction to support students in understanding RI.2.6 to ensure students are able to identify the main purpose of a text, including what the author wants to answer, explain, or describe through daily schoolwide 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. Progress monitoring will be tracked through standards mastery on iReady reading for RI.2.6.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Single point rubrics to confer 1 on 1 with students Every student will work with small group based on their reading level with appropriate nonfiction text with the focus of identifying the main purpose of the text -formatively assessing them during group as well as giving timely feedback on how they are progressing

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing whole group lessons, classroom discussion, flexible grouping and partner work during core instruction, tier 3 students will receive additional support in RI.2.6. Students will meet in an intervention group for 25 minutes at least 4 times per week. Teachers will use High Yield strategies such as teacher clarity, feedback, sentence stems and questioning. Student progress will be measured by monthly Acadience progress monitoring and Phonics for Reading placement tests.

3rd Grade Math Goal

Achieve a 22% pass rate for the selected standard by the end of the quarter.

By May 5, 2023, 22% of students will improve by one level on the mastery scale of 3.NF.A.3 as measured by iReady Diagnostic and comprehension checks. The CRT practices of student discourse, turn and talks, scaffolding, small group differentiation, math STEMs, and real-world applications will be used to create an inclusive and equitable environment.

Curriculum: the standards and units we are targeting

STANDARD: 3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

UNIT: Unit 4 Fractions: Equivalence and Comparison, Measurement, and Data

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing math stems, making learning visible, and the use of manipulatives. Teacher will use whole group, partner, and small group instruction to support in understanding a fraction as a number on the number line; representing fractions on a number line diagram (3.NF.A.3) to ensure students are able to represent fractions using multiple models and compare fractions. Teacher will include meaningful mathematical discourse. Additionally, teacher and students will monitor progress by comprehension checks, CBA's, exit tickets, and feedback in whole group and small group settings.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing math stems, making visible learning, and the use of manipulatives during core instructions students will participate in flexible grouping 30 mins a day four times a week with a focus on the 3.NF.A.3 standard. Teachers will provide direct instruction with using multiple models for showing fractions. Our progress will be measured with exit tickets and specific feedback brought to PLC meetings to inform future instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

By implementing turn and talk, using manipulatives, and feedback teachers will use small group instruction to support students in understanding of 3NF.A.3. to ensure students are able to understand fractional pieces as one piece of a whole, portioning, and equal parts through hands on tasks to find patterns and model with mathematics. Progress monitoring will be tracked through weekly exit tickets and feedback given on the NF.3 single point rubric. 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 3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size standard or skill with the support teacher. Support teachers will provide support use manipulatives and compare the size of physical pieces to the numerator and denominator to reason about the size. Students will manipulatives, drawings, and symbols. Progress will be measured by consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

3rd Grade ELA Goal

Achieve a 39% pass rate for the selected standard by the end of the quarter.

By May 5, 2023, 39% of students will improve by one level on the mastery scale on 3.RI.6 as measured by iReady Diagnostic and teacher curriculum based measurements. The CRT practice of student discourse, turn and talks, and sentence stems will be used to create an inclusive & equitable environment.

Curriculum: the standards and units we are targeting

STANDARD: RI.3.6 Distinguish their own point of view from that of the author of the text.

UNIT: Other Reading Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing turn and talks, graphic organizers, and flexible grouping teacher will use whole group, small group, partner instruction to support students in RI.6. Explicitly scaffold so students know how to identify the topic of the text, identify the author's POV on the topic, find evidence to support the point of view, and distinguish the reader's point of view from the author's.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition turn and talks, the use of graphic organizers, and flexible grouping, teachers will implement student discourse.

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 3.RI.6. Students will meet in an intervention group for 25 minutes at least 4 times per week. Teachers will use High Yield strategies such as teacher clarity, feedback and questioning. Student progress will be measured by monthly Acadience progress monitoring and Phonics For Reading placement assessment as well as daily book work. 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 RI.3.6 Distinguish their own point of view from that of the author of the text standard or skill with the support teacher. Support teachers will provide support in finding authors view point. Students will use graphic organizers to find the text evidence. Progress will be measured by 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 MLL/ELL services will participate in small group instruction for 25, minutes, 2 times a week with a focus on RI 6 Distinguish their own point of view from that of the author of a text standard or skill with the support teacher. Support teachers will implement vocabulary

4th Grade Math Goal

Achieve a 30% 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 (Apply and extend previous understandings of multiplication to multiply a fraction by a whole number) from 16% to 30% 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.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

UNIT: Unit 4 Fractions and Decimals: Addition, Subtraction, Multiplication and Time, Money, and Length

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.NF.4B to understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number through whole group instruction with a focus on Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Use appropriate tools strategically, Look for and make use of structure, and Look for and express 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.NF.4B to understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number through small group instruction with a focus on Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Use appropriate tools strategically, Look for and make use of structure, and Look for and express 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 collect and display, question math stems and math rotations during core instruction, tier 3 students will receive additional support in 4.NF.4B. Students will meet in an intervention group for 25 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 1:1 conferring, small group work and exit tickets.

4th Grade ELA Goal

Achieve a 50% 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 (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.) from 29% to 50% 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.4.3 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: Schoolwide Reading Nonfiction

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.3 to 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 through whole group instruction. 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-one conferring and Reading Rotations, teachers will use 20 minutes of small group instruction to support students in understanding 4.RI.3 to 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 through whole group instruction. 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 III ON THESE STANDARDS

In addition to implementing 1:1 support, feedback and mentor texts during core instruction, tier 3 students will receive additional support in 4.RI.3 Students will work on vocabulary and multisyllabic words to support their ability to read informational text using domain specific vocabulary and provide evidence from the text to support their answers. Students will work in small groups for 30 minutes, 3 times per week. Teachers will use strategies such as questioning techniques, think-pair-share, and immediate feedback. Student progress will be measured by monthly progress monitoring in Rewards, observation and daily work.

5th Grade Math Goal

Achieve a 30% 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 3% to 30% on the skills aligned to priority standard 5.NF.A.2 including at least 50 % of computation and problem solving problems by the end of the unit.

Curriculum: the standards and units we are targeting

STANDARD: 5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

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 the strategies of pre-teaching math vocabulary, collect and display, turn and talk, and questioning math stems, we will increase from 0% to 25% on the skills aligned to Standard 5.NF.A. 2. including at least 50% of computation and problem solving problems by the end of the unit. 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 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.NF.A.2 Students will focus on solving word problems involving addition and subtraction of fractions. 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) 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.NF.A.2 standard or skill with the support teacher. Support teachers will Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$. Students will focus on solving word problems involving addition and subtraction of fractions using fraction bars and manipulatives for concrete understanding. Students will use the discuss it questions with their partner (SMP3) and will explain and defend their solution strategies. Students will monitor their progress by comprehension checks, and exit tickets, and feedback.

5th Grade ELA Goal

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

By May 5, 25% of students in Tier 2 or 3 will improve by 2 levels on RI.6 as measured by iReady. The CRT practice of classroom discourse (whole group, small group, partner) will be used to create an inclusive and equitable environment.

Curriculum: the standards and units we are targeting

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

UNIT: Other Reading Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Specific Feedback in multiple ways: 1:1 conferring, Schoology comments, student self-assessment, student goal setting, rubrics, celebrations

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Micro-teaching, scaffolded, differentiated instruction with supporting standards: RI. 2. Identifying main idea and summarizing, RI.3 Explain relationships between two events, ideas or concepts. Small Group Meeting 25 minutes 1x/wk, 1:1 check-in 5 minutes 1x/wk

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 RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent standard or skill with the support teacher. Support teachers will provide support in one text point of view and two piece evidence to support . Students will using a graphic organizer to track their evidence. Progress will be measured by consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

Kindergarten Math Goal

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

By May 5th, 2023, 90% of students will improve from tier 3 to tier 2 on counting 20 objects accurately with and indicate the last number said is the number of objects as measured by WA Kids assessment and Ready Classroom assessment. The CRT practices of modeling and providing will be used to create an inclusive & equitable environment.

Curriculum: the standards and units we are targeting

STANDARD: K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

UNIT: Unit 5 Numbers 11-100: Teen Numbers, and Counting by 1s and 10s

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 during core instruction, students will build understanding in counting and cardinality. Students will engage in peer-peer discourse. Students will demonstrate growth through practice assignments and feedback. Growth will be measured by iReady Classroom Mathematics Lesson Quiz and iReady Classroom Mathematics Unit Assessment.

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) during core instruction, students receiving SPED services will participate in small group instruction for 30 minutes, 4 times a week and one student for 30 minutes, 2 times a week with a focus on K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality standard or skill with the support teacher. Support teachers will provide support counting 1-20 with using 1:1 correspondence, rote counting, arranging groups. Students will use manipulatives to touch each object as they count, arrange and groups to subitize and will name the last number counted as the cardinal number. Progress will be measured by observation and student interviews, and brought to PLC meetings to inform classroom teachers of progress.

Kindergarten ELA Goal

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

By May 5th, 2023, the percent of kindergarten students whose writing craft is meeting the standard K.W.1 opinion writing will increase from 60% to 75% as measured by Writing CFA. The CRT practices of MODEL and GUIDING will be used to create an inclusive & equitable environment.

Curriculum: the standards and units we are targeting

STANDARD: W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *<i>My favorite book is...</i>*).

UNIT: Other Writing Opinion Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing MODELING and GUIDING during core instruction, students will build understanding in opinion writing craft and state an opinion about a topic. Students will demonstrate growth through practice assignments and feedback. Growth will be measured by bi-monthly CFAs using The Writing Strategies Book and Schoolwide Writing: Standards-Based Writing Rubrics for Narrative, Opinion, and Informational 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 opinion writing craft and stating an opinion. Teachers will use small group strategies such as grouping students with like needs in writing to provide additional supports such as strategies for adding detail and ensuring events are in order by using anchor charts (lesson 1.4 in The Writing Strategies Book) and feedback to tier 2 students. This will occur 10 min 3 times per week. Student progress will be measured by bi-monthly CFAs using The Writing Strategies Book and Schoolwide Writing: Standards-Based Writing Rubrics for Narrative, Opinion, and Informational Writing.

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 and one student for 30 minutes, 2 times a week with a focus on W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *<i>My favorite book is...</i>*) standard or skill with the support teacher. Support teachers will provide support in opinion writing craft and stating an opinion, strategies for providing details, and using anchor charts. Students will build understanding in opinion writing craft and stating an opinion, and adding details in order. Progress will be measured by practice assignments, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

SEL Goal

Achieve a 97% pass rate for the selected standard by the end of the quarter.

97% of students will respond positively to the SEL survey specifically around calming strategies and making good choices by the end of Quarter 1.

☰ **Steps:** how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Continue monthly SEL Team meetings (building foundational supports). Implement Getting Along Together Curriculum (building wide) with weekly classroom lessons. We will also continue to use Zones of Regulation, Mindfulness and Restorative Practice building wide.

STRENGTHENING ADULT SEL CAPACITY

Build adult capacity: SEL share outs at staff meetings, circles, calm room, continue to build cultural competence.

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 decrease the number of behavior incidents by 50% by the end of Q2. As of 2/13/2023 (end of Q1) we have a total of 110 behavior incidents. A 50% decrease would mean the total of behavior incidents for the year would be at 165 or less.

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 is currently 110 total incidents. Our goal is to maintain an exclusionary discipline rate of 2% or less as compared to last year at 2.73%. Our current exclusionary discipline rate is 3.79% as of 2/13/2023 (end of Q1). We would like to decrease this by 1.79% by the end of Q2.

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 3 times a day. We will also continue to use Zones of Regulation building wide and more frequent use of Restorative Practice.

