

## Stanley Elementary School

# Continuous Achievement Process & Plan

### 2023 Quarter 2

*Stanley Elementary School is located on Hill Top and a rich history and legacy in the Tacoma School District. Stanley is known for its diversity, strong community and academic excellence. It is a place where students flourish and put students first. Stanley is a special place because you will quickly learn that all of our staff work together to meet all student's needs. During their time here your child will have many different teachers who will push and support them through their schooling.*

#### **Our Vision**

Our why: When you walk the halls of our school you will hear the common phrase: "Stanley Family, Stanley Strong". Our vision and commitment are to make a positive impact in the lives of students, so they achieve their highest academic & social potential in their educational journey and beyond. We are committed to creating a safe, respectful and responsible environment. We want all students to know where they are, make plans to move forward, and celebrate success along the way. Stanley Family.

#### **Our Mission**

What shapes use our today: Our two main build and foster: 1. Instructional Effectiveness (Strive for students to perform at/or above grade level/ eliminate disparities among all students/ utilize high yield strategies.) 2. fostering a positive environment (challenge students to become resilient, self-reliant, problem solvers/ universal systems that support high achievement & learning/ safe environment with positive partnerships.)

# 1st Grade Math Goal

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

*Using i-Ready diagnostic and exit tickets, we've identified 0% of students who are able to add within 100, including adding 2-digit numbers to 1-digit numbers or multiples of 10. By implementing number talks, rough draft math discussion strategies, use of manipulatives and math drawings, and presenting multiple strategies, we will increase students in 1st grade proficiency in this standard from 0 to 30% in math content 1.NBT.C.4, add within 100, including adding 2-digit numbers to 1-digit numbers or multiples of 10 by May 5, 2023. By implementing a variety of supportive Instructional strategies will be used to support an inclusive & equitable environment. Students will be able to use fact families, make a ten, and create number bonds. Students will be able to show and discuss the relationship between addition and subtraction. All teachers will use culturally responsive teaching practices with an awareness of the need for building positive, safe relationships, maintaining high expectations for ALL students, and implementing strategies to meet the needs of diverse learners. To accomplish this the following instructional practices will be used: authentic relationships, positive and safe classroom environment, high yield strategies, student collaboration, contextual learning (links to students' personal interest/ backgrounds).*

## **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 strategy partner talk, try-discuss-connect instructional strategies, 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 within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10. Strategies will include using concrete models or drawings and strategies based on place value (e.g. 10 frames), making 10s, counting on, etc., through whole group lessons, i-ready digital lessons, math fact practice/computation fluency routines, math center rotations. Additionally, students will monitor their progress by exit tickets and conferring with teacher. Students will self-assess progress using 4-finger scale (1-don't understand, 2-can do with help, 3- can do on my own, 4- can teach this to someone else) and confer 1:1 weekly with teacher using exit tickets and TPS single-point rubric.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will receive differentiated practice during small group instruction for 20 minutes, two times per week. with a focus on 1.NBT.C.4. Teachers will employ strategy groups using peer discourse and focus on Mathematical Practices MP3, students will share this thinking and reasoning to deepen their understanding. Progress will be measured by 1:1 conferring and common formative assessments and discussed at PLC meetings to inform instructional next steps.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LRC services will participate in small group instruction for 20-30 minutes, five times a week to focus on IEP goal and foundation skills to build success for 1.NBT.C.4. Support teachers will practice foundational skills with interactive notebooks. Students will participate and practice problems with teacher support. Progress will be measured by LRC teacher and brought to PLC meetings to inform classroom teachers of progress/growth.

# 1st Grade ELA Goal

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

*Using i-Ready Fall Diagnostic, we've identified 25% students who are unable to retell stories with key details in sequence. By implementing cooperative learning, equitable access to variety of text, sentence frames, opportunity for student discourse, modeling, and graphic organizers, we will increase proficiency from 25% to 50% in 1st grade. By focusing on RL.1.9 our grade level will move students out of below to approaching standard according to TPS single point rubric and i-ready winter diagnostic by May 5, 2023. Instructional strategies will be used to support an inclusive & equitable environment. All teachers will use culturally responsive teaching practices with an awareness of the need for building positive, safe relationships, maintaining high expectations for all students, and implementing strategies to meet the needs of diverse learners. To accomplish this the following instructional practices will be used: authentic relationships, positive and safe classroom environment, high yield strategies, student collaboration, contextual learning (links to students' personal interest/ background).*

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

**STANDARD:** RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

**UNIT:** Schoolwide Reading Opinion Enhanced Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing cooperative learning, equitable access to variety of text, sentence frames, opportunity for student discourse, modeling, and graphic organizers instructional strategies, teachers will use whole group, partner and small group instruction to support students in understanding RL.1.9 to ensure students are able to compare and contrast the adventures and experiences of characters in stories. Additionally, students will monitor their progress by self-assessing and feedback with 1:1 conferring weekly by teacher. Students will participate in Schoolwide whole group lessons and utilize i-Ready online reading lessons.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will receive differentiated practice during small groups instruction for 10 minutes, 2 times a week with a focus on RL.1.9. Teacher will employ strategy groups using peer discourse and targeted practice. Progress will be monitored by 1:1 conferences and common formative assessment. Additional resources include: mini lessons using single point rubrics, and IXL digital programs.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receive, Title/LAP, ELL and LRC services will participate in small group 30 minutes, five times a week to focus on foundational skills and IEP goals. Progress will be monitored by intervention team and review together in the PLC progress.

# 2nd Grade Math Goal

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

*Using teacher created assessments, we've identified 12 students who are unable to identify place values up to the hundreds place in a three-digit number. By implementing try, discuss, connect and providing consistent feedback using rubrics, we will increase proficiency from 0% accuracy to 70% accuracy. By focusing on NBT.A.1, our grade level will move 8 students out of 12 students from performing significantly below grade level standard to approaching grade level standard according to a district provided second grade mathematics report card rubric by May 2023. Instructional strategies will be used to support an inclusive & equitable environment by supporting students using concrete models to represent their thinking and being able to restate the problem through words, pictures, or numbers (SMP6). Finally, students self-assess their work based off the success criteria. All teachers will use culturally responsive teaching practices with an awareness of the need for building positive, safe relationships, maintaining high expectations for ALL students, and implementing strategies to meet the needs of diverse learners. To accomplish this the following instructional practices will be used: authentic relationships, positive and safe classroom environment, high yield strategies, student collaboration, contextual learning (links to students' personal interest/ backgrounds).*

## Curriculum: the standards and units we are targeting

**STANDARD:** 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

**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

In core instruction teacher will implementing Try, Discuss, Connect routine, SMP 4 Model with Mathematics and using consistent feedback through rubrics, teachers will use whole group, partner and small group instruction to support students in understanding three-digit numbers to ensure students are able to show place value concepts through drawings, manipulatives and other strategies with a focus on expanded form, place value drawings and place value charts. Additionally, students will monitor their progress by fixing errors in drawings/equations and responding to teacher feedback. Feedback will be given daily/weekly through exit tickets or common formative assessments. Students will set goals at the beginning of the unit and use comprehensive checks and CFA's to collect data throughout the unit.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for one to two 20-minute sessions per week with a focus on NBT.A.1 (Understanding 3-digit numbers). Teachers will focus on introducing and supporting place value strategies that can be individualized for specific student needs. Students will gain greater knowledge of place value methods in a small pre-skill group setting including using math manipulatives and visuals. Progress will be measured by formative assessments and discussed at PLC meetings to inform instructional next steps.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving EL and LRC, will participate in small group instruction for one to two 20-minute sessions per week with a focus on NBT.A.1 (Understanding three-digit numbers). Teachers will focus on introducing and supporting problem solving strategies that can be individualized for specific student needs. Teachers will also hold short one on one conferring sessions with students to help support their specific needs. Students will gain greater knowledge of place value methods in a small group setting including using math manipulatives and visuals. Progress will be measured by formative assessments and discussed at PLC meetings to inform instructional next steps. The teacher will meet with small groups 4-5 times a week for 15 minutes a day.

# 2nd Grade ELA Goal

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

*Using teacher created assessments, we've identified 10 students who are unable to identify the author's purpose using a specific text. By implementing student discourse through hand signals and vocabulary lessons and annotating specific details in a text, we will increase proficiency from 0% accuracy to 70% accuracy. By focusing on RI.2.6 our grade level will move 7 students out of 10 students from approaching standard to on standard according to teacher created common formative assessments as well as i-Ready data by May 2023. Instructional strategies will be used to support an inclusive & equitable environment. All teachers will use culturally responsive teaching practices with an awareness of the need for building positive, safe relationships, maintaining high expectations for ALL students, and implementing strategies to meet the needs of diverse learners. To accomplish this the following instructional practices will be used: authentic relationships, positive and safe classroom environment, high yield strategies, student collaboration, contextual learning (links to students' personal interest/backgrounds).*

## **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:** Other Reading Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student discourse high yield strategies with hand signals and sentence starters, teachers will use whole group, partner, and small group instruction to support students in RI.2.6 to ensure students are able to identify an author's purpose through naming the main idea and annotating text for supporting details. Feedback will be given to students at least once per week using the district provided RI.2.6 standards-based rubric for understanding an author's purpose. This will be done during ELA whole group lessons as well as during science and social studies activities. We can use whole group instructional strategies such as use of anchor charts, pair share activities and presentations.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in small group instruction for 20 minutes, 1-2 times a week focusing on author's purpose, identifying the main idea and supporting details while reading a fiction or non-fiction texts. Student discourse will include student talk or partner talk, discussing main ideas and giving reasons and examples to support the main idea. Students will annotate text or answer questions based on curriculum or classroom texts. Progress will be monitored by teacher and student reflection of a student friendly rubrics and checklists. Gaps in comprehension will be discussed at PLC to determine next instructional steps.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LAP (5 days for 30 minutes), EL (2 days for 30 minutes), LRC (5 days for 30 minutes, and Title services (5 day for 30 minutes) will participate in small group instruction with a focus on RI.2.6. Teachers will focus on introducing and supporting an author's purpose through instruction in identifying and annotating text to find the main idea and supporting details of the text. Teachers will also hold short conferring sessions with students to help support when needed. Students will gain a greater knowledge of vocabulary in fiction and non-fiction texts structures and will be able to identify and what an author wants to explain, answer or describe. Progress will be measured by formative assessments and discussed at PLC meetings to inform instructional next steps.

# 3rd Grade Math Goal

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

*There are 59% of third grade students meeting the standard 3.OA.C.7, relationship between multiplication and division. By May 25, 2023, the percent of students meeting the standard will increase from 59% to 70% as measured by scoring 60% or above on iReady comprehension checks, score 80% on CFA (common formative assessment), and exit tickets. Additionally, 9 out of 46 (20%) of tier 2 students will improve by 20% based on iReady diagnostic data on standard 3.OA7 as measured by classroom CBA and iReady growth assessments. The CRT practice of differentiated learning materials, hand signals and flexible grouping, will be used to create inclusive and equitable teaching environments.*

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

**STANDARD:** 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing timely feedback in small groups and conferring sessions, during core instruction, students will build an understanding in 3.OA7. Students will demonstrate growth through practice assignments, modeling (SMP4 Model with mathematics), feedback and student growth will be measured by exit tickets. Additionally, student will monitor their progress by comprehensive checks, exit tickets, and CFAs. Teachers will give feedback in a timely manner in whole group, small group, and conferring sessions.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will receive additional support in 3.OA7. Students will participate in Tier 2 small groups 10 minutes per day, per week. Teacher will scaffold the tasks into smaller steps to enrich understanding, tools, mathematical vocabulary, and rubric to self-assess and implement accommodations. Students will work with partners (SMP3) and one-on-one with the teacher when needed to solve multiplication and division problems to build foundational understanding. Teachers will use small group strategies such as differentiating learning materials and direct instruction to provide additional support and feedback to the tier 2 student in-the-moment. Student work will be brought to PLC meetings to inform instructional moves. During the beginning weeks, we will encourage fact fluency by using flashcards and 100 chart, manipulatives and drawing models. In the middle weeks, we will use a variety of strategies partial sums, property of operations, break way, base 10 to build student understanding. In the final weeks, students will use the relationship and operations between multiplication and division. Student will monitor their progress will be measured by exit tickets.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing direct and differentiated instruction, students receiving Tier 3 LRC support will participate in small group instruction for 30 minutes 5 times a week. Students will receive additional support in 3.OA7, student will complete i-ready lessons and step-by step practice. Teachers will use small group strategies such as differentiating learning materials and direct instruction to provide additional support and feedback to the tier 3 students with visual supports and scaffolding. Students will utilize manipulatives, place value charts, base-10 blocks, and proof drawing. Student progress will be measured by exit tickets, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 3rd Grade ELA Goal

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

*Using grade level CBA, we've identified 15/43 (35%) students who were unable to write an informative/expository text to examine a topic. By implementing interactive notebooks, Think/Pair/ Share; A/B partners; ongoing assessments; conferring on writing; one-to-one check-ins, we will increase proficiency from 21% to 40% in third grade, including 1% of students with IEP's. By focusing on W.3.2, our grade level will move 15 students out of below standard to approaching standard according to TPS Standard Elementary Academic scale and measured by Top Score Writing, Inc. and Writing Pathway rubric over the course of Quarter 2.*

## **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:** Other Writing Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing direct and differentiated instruction, interactive notebooks and outlines, utilization writing rubrics, teachers will use whole group, partner, and small group instruction to support students in understanding W.3.2 to ensure students are able to write informative, expository texts to examine a topic and convey ideas and information clearly. Additionally, students will monitor their progress by self-assessing using the Top score writing rubric and feedback will be given during one-on-one conferring two times per week (or more) by teacher and peers. We will ensure students are able to complete a graphic organize/ outline, highlight important things through daily writing around structure (lead, transitions, organization), development and conventions.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 10 minutes, 2 times a week with a focus on W.3.2. Teachers will provide direct instruction using interactive notebooks and writing outlines. Progress will be measured by Top Score writing rubric and the TPS Standard Elementary Academic scale rubric and discussed at PLC meetings to inform instructional next steps. Teachers will have additional conferring sessions, exemplar writing pieces, anchor charts for students to refer, implement goal setting, and create differentiated graphic organizers. Students will be goal setting every 1 to 2 weeks using success criterion, differentiate graphic organizer, and student checklist, anchor charts and writing multiple drafts to revise work.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LRC services will participate in small group instruction for 20 minutes, 2 times a week to focus on W.2B. Support teachers will use small group close reading strategies to identify important information from a text. Students will engage in small group and complete relevant tasks. Progress will be measured by Top Score writing rubric and the TPS Standard Elementary Academic scale rubric and discussed at PLC meetings to inform instructional next steps.

# 4th Grade Math Goal

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

*After analyzing our unit 2 comprehension check data, we have identified 3 out of 60 students (0.05%) were able to successfully use multiple operations to solve multi-step word problems. 57 out of 60 students (95%) were unable to solve multi-step word problems using one or more of the four operations. By implementing a variety of supportive instructional strategies: such as A/B partner-talk, use of manipulatives/models, and number talks, to practice prerequisite skills, think-pair-share to allow students to learn from each other, 1:1 check ins to provide timely and effective feedback to students and small group instruction, we will increase 1% to 40% of students in 4th grade mastery scale on 4.OA.A.3 as measured by iReady and Ready Classroom comprehension check by May 2023. This includes 50% black, indigenous, and students of color, will accurately solve multi-step equations in 80% computation problems by the end of the unit. The CRT practice of student voice, through partner talk, listening to the arguments of others, asking questions, and sharing their thinking will be used to create an inclusive & equitable environment.*

## Curriculum: the standards and units we are targeting

**STANDARD:** 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

## Steps: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In math all 4th grade students will receive 30 minutes of math core daily. By implementing number talks, the try-discuss-connect routine, and cyclical review, teachers will use whole group, small group and partner instruction to support students in understanding 4.OA.A.3 to ensure students are able to solve multi-step word problems using multi-digit numbers with all four operations through SMP CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them during the Ready Math assignments and practice and CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically when determining which operation to use when solving a problem in group, partner and small group work. The teacher will provide instruction and modeling of strategies related to adding, subtracting, dividing and multiplying. Additionally, students will monitor their progress by self-assessing their level of understanding on exit tickets and during whole group instruction. Progress monitoring will be tracked through comprehension checks, lesson quizzes, and exit tickets. Data will be brought to PLC meetings to discuss instructional next steps. Students will receive feedback from the teacher during 1:1 check-ins and small group instruction twice a week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to CORE math, students will participate in a small group twice a week for 15 minutes with a focus on 4.OA.A.3 to solve multi-step word problems and identify which operation is needed to solve the problem CCSS.MATH.PRACTICE.MP5. Teacher will use student discourse strategies such as student talk, to encourage and provide opportunities to discuss ways to solve the problem and identifying important information SMP CCSS.MATH.PRACTICE.MP1. Students will work on practice problems through worksheets or games to practice this skill and deepen their conceptual understanding of multi-step word problems. Progress will be measured by exit tickets and CFAs on 4. OA.A.3. Data will be brought to PLC meetings to discuss instructional next steps.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to CORE and small group instruction in the classroom, these students will meet in another small group for 30 minutes 4 days a week with a focus on 4.OA.A.3. Students will practice one step word problems with addition and subtraction. First then will transition to one step word problems with all four operations. Students will engage in this skill through math games to determine which operation to use CCSS.MATH.PRACTICE.MP5 and CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving the problem through teacher or interventionist created worksheets aligned with the standard and curriculum. Support teachers will be using prerequisite skills to scaffold, reviewing basic multiplication, repeated addition and equal groups, putting numbers in expanded form, understanding the values of digits in different place values, multiplying greater numbers, adding partial products, using base ten blocks to show model areas. (SMP6). Each week teacher will meet with student 1:1 to discuss level of understanding using the rubric for a visual- students will determine areas of strength and weakness and a plan for the following week. Progress Monitoring will be tracked through group work and comprehension checks. This will be brought to PLC meetings to inform classroom teachers of progress.



# 4th Grade ELA Goal

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

*By implementing a variety of supportive instructional strategies, such as Think-Pair-Share, daily exit tickets, 1:1 check-in, small group for specific areas of summary and ongoing assessments, we will increase from 24% to 50% in 4th grade by May 5, 2023. This includes 25% of Black, Indigenous, and Students of color, will use key details in an informational text to summarize and identify the main idea (4.RI.3) in 80% of Informational texts given to the students. This will be tracked by students turning in their summary on Informational texts twice a week. The CRT practice of giving annotated feedback with the use of rubrics will be used to create an inclusive and equitable environment.*

## **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:** Other Reading Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

During 30 minutes of core 4th grade students the teacher will be implementing interactive read alouds, student discourse, and direct instruction to support learning. Teachers will use whole group, small group and partner instruction to support students in understanding of 4.RI.3 to ensure students are able to determine the key details and main idea of an Informational text through interactive graphic organizers, stop and jot notes, and independent practice. Progress monitoring will be tracked through daily exit tickets by teacher, biweekly CFA's given by teacher to all students, and unit test at the end of the timeline given by teacher to all students.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to ELA core, students will participate in a small group for 15 minutes 2 times a week with a focus on RI.3 to identify key details in an Informational text and explicit practice on summary of an Informational text. Teachers will use student discourse strategies such as student talk, to encourage and provide opportunities to discuss events, procedures, ideas or concepts including what happened and why based on specific evidence. Students will read articles and determine the summary of the text using text features as a scaffold. Students will self-assess their progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction to support standard RI 4.3, students receiving: Title/LAP services will participate in small group instruction for 30 minutes, 5 times per week. Support teachers will use daily decoding and word skill/vocabulary routines. Students will engage in repeated practice of word decoding, fluency building and vocabulary routines. EL services will participate in small group instruction for 30 minutes, 1-3 times per week. Support teachers will use daily routines of relevant vocabulary and language development to build foundational skills. Students will engage in reading, writing, listening, and speaking. LRC services will participate in small group instruction according to the minutes designated by their IEP. Support teachers will use daily decoding and word skill/vocabulary routines and repeated practice with comprehension question stems. Students will engage in repeated practice of word decoding, fluency building, vocabulary routines, and answering comprehension questions. Progress will be measured by PFR progress monitoring, Wordly Wise progress monitoring, common formative assessment, student work samples, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress. Students will self-assess their progress.

# 5th Grade Math Goal

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

*By implementing partner-talk, use of manipulatives, anchor charts and various i-ready resources we will increase from 45% to 75% in 5th grade on the mastery scale on 5.NF.A.2 as measured by CFAs and i-ready comprehension checks. The CRT practice of posting engaging problems or challenges for students to solve will be used to create an inclusive and equitable environment. By the end of the grading period, the students will use the three lessons in unit 2, small group instruction, intervention and math games, students will add and subtract fractions with unlike denominators. Using tools, visual models and manipulatives, the students will solve word problems involving addition and subtraction of fractions with unlike denominators. Students will achieve a 75% pass rate on exam, by April 14th, 2023.*

## **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

In the math core we will be focusing on 5.NF.A.2, solve word problems involving addition and subtraction of fractions. Students will participate in daily whole-group intervention for 15-30 minutes with a focus on analyzing fractions. The teacher will scaffold the problems by helping students identify the steps required to visual fraction models or equations to represent the problem with an emphasis on attention to precision (SMP6). Additionally, students will solve problems by drawing pictures to represent their thinking and be able to restate the problem in their own words. Students will identify important information within a word problem (CUBES/DEALS strategy), and with prompting from high DOK questioning (SMP6). Students will explain their solution and strategies by justifying how they got their answer (SMP3) and the model they used to solve during partner turn and talk using i-Ready Classroom discourse strategies, such as 3 Reads. Students will use manipulatives such as visual fraction models, benchmark fractions and assess the reasonableness of answers to show their thinking (SMP1). Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data. Additional, during core whole group instruction using interactive notebooks. We will use comprehension checks and CFA's to collect data throughout the unit.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core, focusing on 5.NF.A.2, solve word problems involving addition and subtraction of fractions. In small groups instruction, students will participate in strategy groups 3-5 times a week for 15-30 minutes with a focus on student needs: lessons about factorization, finding common denominators, adding with like denominators. The teacher will scaffold the problems by helping students identify the steps required to add and subtract fractions. Students will solve problems by drawing pictures of concrete models to represent their thinking and be able to restate the problem through words, pictures, or numbers (SMP6). Also, students will use manipulatives to help develop understanding of fractions. Progress monitoring occurs every 1-2 weeks. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 11-week goal using pre/post test data with feedback from the teacher. During the beginning weeks, we will focus on benchmark fractions and finding common denominators, and unpacking key vocabulary align with the progression of learning in the Ready Math. In the middle weeks, we will focus students have developed deeper understanding of modeling. In the final weeks, we will focus on assess the reasonableness of answers, building upon the foundation of fraction lessons.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, student receiving LRC services will participate in small group instruction for 20-30 minutes, five times a week to focus on IEP goals and foundational skills. Support teachers will scaffold practice foundations skills with interactive notebook, students will participate and practice problems with teacher support. Teacher will use 5-W method to help students understand word problems. Progress will be measured by LRC teacher and brought to PLC meetings to inform class teachers of progress/ growth, occurs every 1-2 weeks. Students will be goal setting every 1-2 using success criteria and setting an overall 11-week goal using pre/ post test data with feedback from teacher.

# 5th Grade ELA Goal

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

*Using SBA expository generated rubric, we've identified 50% of students are unable to RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. By providing consistent feedback with conferring, opportunities for student discourse, direct modeling and graphic organizers, we will increase proficiency from 50% to 75% in 5th grade. By focusing on RI.5.9 our grade level will move 7 students from below/ approaching to meeting according to the rubric by Feb. 5th, 2023.*

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

**STANDARD:** RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**UNIT:** Other Reading Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Students will participate in whole group learning around note taking and annotating multiple sources on a single topic. While utilizing the School Wide lessons, Writing Pathways Standards-based Writing Rubric and checklists, utilize graphic organizers, participate in Common Standards-Based Assessments with specific feedback, students will receive immediate feedback on their progress to improve student understanding of RI.5.9 to ensure students are able to clearly report on a topic.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in differentiated instruction through tiered teaching and one on one conferring 10-15 minutes, 2 times a week. Additionally, based on common formative assessments, we will create a small group to meet two to three times per week for 15 minutes. They will receive additional foundational practice, real-time feedback through schoology, a focus on using the graphic organizer, the writing rubric, and sharing their current work.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LRC services will participate in small group instruction for 20-30 minutes, five times a week to focus on IEP goals and foundational skills to build success in synthesizing information from multiple sources to report on a single topic. Progress will be measured by LRC teacher and brought PLC meetings to inform classroom teachers of progress/ growth.

# Kindergarten Math Goal

*Achieve a 23% pass rate for the selected standard by the end of the quarter.*

*Using the i-Ready diagnostic data, we have identified 15 students who are not yet able to compare 2D and 3D shapes in different sizes and orientations, using formal language to describe their similarities, differences, parts and other attributes. By implementing non-linguistic representations and modeling (i.e. diagrams, pictures, graphic organizers, movement, demonstrations, role play, manipulatives, and pictorial representation), we will increase from 8% to 23% by May 5th, 2023. Instructional strategies will be used to support an inclusive & equitable environment. 1:1 formative assessment throughout and 1:1 post assessment at the end of the unit. All teachers will use culturally responsive teaching practices with an awareness of the need for building positive, safe relationships, maintaining high expectations for ALL students, and implementing strategies to meet the needs of diverse learners. To accomplish this the following instructional practices will be used: authentic relationships, positive and safe classroom environment, high yield strategies, student collaboration, contextual learning (links to students' personal interest/ backgrounds).*

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

**STANDARD:** K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

**UNIT:** Unit 3 Geometry: Naming, Comparing, and Building Shapes

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the math core we be implementing non-linguistic representations (i.e. diagrams, pictures, graphic organizers, movement, demonstrations, role play, manipulatives, and pictorial representation) and modeling, teachers will use whole group, partner, and small group instruction to support KG.4-Analyze and compare 2D and 3D shapes in different sizes and orientations, using formal language to describe their similarities, differences, parts and other attributes. (Sides, corners/vertices, sides of equal length) To ensure students are able to compare 2D and 3D shapes, find shapes in real life settings (SMP1), turn and talks with partners, read books, and math lessons. Students will participate in daily whole-group instruction for 15-30 minutes each day. Additionally, students will monitor their progress by one-to-one conferring with the teacher at least once a month to progress monitor. Students will goal set at the beginning of the unit, consider feedback from teacher after their pre-assessment data. We will do comprehensive checks and CFA's to collect data throughout the unit, as least two weeks and feedback will be given to students to progress monitor toward their goal.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction and additional 1:1 conferring focus on KG.4 . The teacher will model and use non-linguistic representation, the student demonstrates their understanding with models or non-linguistic representation in strategy groups for 15 minutes at least twice a week focused on K.G.B.4 practice naming and describing shapes. Progress will be measured by 1:1 conferring data and discussed at PLC meetings to inform instructional next steps. We will use comprehensive checks and CFA's to collect data throughout the unit, at least two weeks and feedback will be given to students to progress monitor their goal.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LRC services and or support staff will participate in small group instruction for 20-30 minutes, 5 times a week to focus on KG.4. Possibly support teachers will practice the skill with repeat practice, repetition and additional modeling. Progress will be measured by support teacher or support staff with a data tracker and brought to PLC meetings to inform classroom teachers of progress/growth.

# Kindergarten ELA Goal

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

*Using the ELA diagnostic, we have identified 10 students who were unable to compare and contrast two texts. By implementing graphic organizers, we will be able to show different ways to compare stories/texts and also provide scaffolds to student learning. We will increase from 23% to 38% in kindergarten by May 5th, 2023 in formative assessment through-out post assessment at the end of the unit. A variety of instructional strategies will be used to support an inclusive & equitable environment. Some of which include text comparing shorting activities, teacher led higher-level questioning for A/B partner think pair share, 1:1 check ins, small groups. All teachers will use culturally responsive teaching practices with an awareness of the need for building positive, safe relationships, maintaining high expectations for ALL students, and implementing strategies to meet the needs of diverse learners. To accomplish this the following instructional practices will be used: authentic relationships, positive and safe classroom environment, high yield strategies, student collaboration, contextual learning (links to students' personal interest/ backgrounds).*

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

**STANDARD:** RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**UNIT:** Other Reading Fiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In reading core we will use Savvas/My View curriculum unit of student to address K.RL.9 with prompting and support, compare and contrast the adventure and experiences of characters in familiar stories. Students will participate in daily whole group instruction for 15-20 minutes. By implementing graphic organizers and providing scaffolds to make better connections to comparing and contrasting stories, teachers will use whole group, partner, and small group instruction to support students in understanding how to compare and contrast stories/texts. Students will set goals on monitor their progress by meeting one on one with the teacher monthly, prior to the end of the year. Specific feedback from the teacher will be given after each assessment and then student goal setting will follow based on the feedback. We will give common formative assessments to collect data.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During small group time inside the core, students will receive 20 minutes x 3 days, students will focus on K.RL.9 with emergent texts with the purpose and understanding of comparing characters and adventures. Teacher will meet with students in small strategy groups to work on identifying parts of the story and utilizing our high yield instructional strategies. Students will goal set by self-assessing their understanding of the criteria (reading strategies) with teacher support, every week. Progress monitoring happens weekly when providing an assessment around the identified criteria of the week.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During intervention block outside the core, 4-5 days a week for 30 minutes, students will focus on K.RL.9. The teacher/interventionist will meet with students in a small strategy group to work on parts of story and identify events, letter sounds by using manipulatives, chants, songs, and movement. Students will look at a picture and tell the beginning sound, look at a word and identify a pattern, skip an unknown word to keep reading and solve it, and try both vowel sounds to identify an unknown word. Students will goal set by self-assessing their understanding of the criteria (reading strategies) with teacher support, every week. Progress monitoring happens weekly when providing an assessment around the identified criteria of the week.

# SEL Goal

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

*Using the fall CEE survey, we identified that 65% of students were able to utilize responsible decision making. From our winter SEL survey on responsible decision making, 54% of students agreed that they use responsible decision making. Through the implementation of GAT lessons, in-class mini lessons, restorative conversations, community circles, zones of regulations, and home outreach, we will increase this to 80% of students. Instructional strategies will be used to support an inclusive and equitable environment. All staff will use culturally responsive and trauma informed practices to build positive and safe relationships and maintain high expectations for all students. To accomplish this, the following instructional practices will be used; authentic relationships, positive and safe classroom environments, restorative conversations, and contextual learning (linking to student's personal interests and backgrounds). Students will be able to identify a coping strategy and how it helped them with their self-awareness.*

## ☰ Steps: how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

To accomplish this, the following instructional practices will be used; authentic relationships, positive and safe classroom environments, restorative conversations, and contextual learning (linking to student's personal interests and backgrounds).

### STRENGTHENING ADULT SEL CAPACITY

We will strengthen staff Social Emotional competencies by providing monthly professional development during staff meetings. Staff will understand what responsible decision making looks like in themselves, and their students, and have strategies for promoting it in their classrooms.

# Behavior Goal

*Ensure 90% of students have behaviors NOT resulting in suspension or expulsion.*

*By May of 2023, 90% of all students will not have any exclusionary days through the use of restorative practices, SEL lessons, home outreach, and specific support / behavior plans to support students. All teachers will use culturally and trauma responsive teaching practices with an awareness of the need for building positive, safe relationships, maintaining high expectations for ALL students, and implementing strategies to meet the needs of diverse learners. To accomplish this the following instructional practices will be used: authentic relationships, positive and safe classroom environments, and positive coping strategies. This goal will be monitored fall, winter and spring.*

## Root Cause Analysis

The staff at Stanely are not representative of the student population, and the majority of them are white females. In addition, the students at Stanley are highly reliant on strong relationships developed over time, and over 50% of our staff are new.

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

All teachers will use culturally and trauma responsive teaching practices with an awareness of the need for building positive, safe relationships, maintaining high expectations for ALL students, and implementing strategies to meet the needs of diverse learners. To accomplish this the following instructional practices will be used: authentic relationships, restorative circles, positive and safe classroom environments, and self-directed positive coping strategies.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Staff will focus on self-management and developing positive relationships with students such as morning meetings, building wide SEL lessons, small group instruction taught by the SEL/PLC team and check-in/check-outs with individual students.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

The counselor will implement a small group schedule to teach SEL and provide support with conflict resolution. Support staff will utilize check-in check-out with individual students to monitor responsible decision making.

