

Lister Elementary School

Continuous Achievement Process & Plan

2023 Quarter 2

Lister has a commitment to continuous improvement. We have short term and long term goals in academics, social emotional learning, equity, technology and climate and culture. We infuse data in all of our work and have systems of accountability to ensure success.

Our Vision

Our vision is to make a positive impact in the lives of students, so they achieve their highest academic and social potential in their educational journey and beyond.

Our Mission

Our mission is to build community and foster healthy relationships through social emotional learning and restorative practices. With this foundation we provide engaging, rigorous standards-based instruction. We are committed to every student every day as we strive for justice in our society.

1st Grade Math Goal

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

Using Math CFA, we've identified 26 students who are unable to add and subtract within 20 while using strategies. By implementing Try, Discuss, Connect, nonlinguistic representations, and opportunities for student discourse, we will increase proficiency from level 1 or 2 to level 3 in first grade, including 11% students who are federally identified as Hispanic or Latino of any race. By focusing on 1.OA.C.6 our grade level will move 9 students out of below or approaching to on standard according to district single point rubric by June 2023.

Curriculum: the standards and units we are targeting

STANDARD: 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 $6 + 6 + 1 = 12 + 1 = 13$).

UNIT: Unit 2 Numbers Within 20: Addition and Subtraction and Representing Data

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Try, Discuss, Connect, nonlinguistic representations, and opportunities for student discourse, teachers will use whole group and small group instruction to support students in understanding 1.OA.C.6 to ensure students are able to add and subtract within 20 through utilizing strategies such as counting on, making a ten, decomposing a number, or using number bonds and facts families with a focus on adding accurately, subtracting accurately, and choosing from a variety of strategies. Additionally, students will monitor their progress by teacher-created CFA and feedback will be given bi-monthly by teachers during whole group instruction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 25 minutes, 3 times a week with a focus on 1.OA.C.6. Teachers will use Anchor charts, Modeling, and strategic use of models/manipulatives for small group instruction. Students will choose the two strategies they are most accurate with to meet standard. Progress will be monitored by teacher-created CFAs 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, EL, LAP, and Title I services will participate in small group instruction for 25 minutes, 5 times a week to focus on foundational skills to support the standard listed above. Support teachers will work on number sense activities, iReady games, word problem strategies (PAWS). Students will engage in work listed above. Progress will be measured by formative and summative assessments and brought to PLC meetings to inform classroom teachers of progress.

1st Grade ELA Goal

Achieve a 32% pass rate for the selected standard by the end of the quarter.

Using ELA CFA, we've identified 50 students who are unable to use illustrations and details in a text to describe its key ideas. By implementing graphic organizers, nonlinguistic representations, and opportunities for student discourse, we will increase proficiency from level 1 or 2 to level 3 in first grade, including 33% of students who are federally identified as Black or African American. By focusing on RI.1.7 our grade level will move 11 students out of below or approaching to on standard according to teacher-devised rubric by June 2023.

Curriculum: the standards and units we are targeting

STANDARD: RI.1.7 Use the illustrations and details in a text to describe its key ideas.

UNIT: Other Reading Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing graphic organizers, nonlinguistic representations, and opportunities for student discourse, teachers will use whole group and small group instruction to support students in understanding RI.1.7 to ensure students are able to use illustrations and details in a text to describe the key ideas through reading independently at student level or listening to and watching grade-level text read aloud and filling out graphic organizers with a focus on describing most of the key ideas within a text. Additionally, students will monitor their progress by teacher-created CFA and feedback will be given bi-monthly by teachers during whole group instruction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 25 minutes, 2 times a week with a focus on RI.1.7. Teachers will use scaffolding, modeling, and graphic organizers to engage in high-quality texts. Students will use photographs, graphics, and words in texts to identify and describe the key details. Progress will be measured by teacher-created CFA 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, EL, LAP, and Title I services will participate in small group instruction for 25 minutes, 5 times a week to focus on foundational skills supporting the standard listed above. Support teachers will provide letter identification, letter sounds matching, words sorts, Sonday songs, phonemic awareness activities, and fluency practice. Students will engage in activities listed above. Progress will be measured by monthly formative and summative assessments such as WIDA and Acadience and brought to PLC meetings to inform classroom teachers of progress.

2nd Grade Math Goal

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

By implementing the use of manipulatives and a variety of problem solving strategies we will increase proficiency from 0% of 2nd grade students meeting standard to 30% of 2nd grade meeting standard on 2.NBT.B.7, including students of color and ELL students, by June 2023 as measured by unit assessments, quizzes, common formative assessments and exit tickets.

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 the use of manipulatives such as counters and base 10 blocks as well as a variety of problem solving strategies shared by students, 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, 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 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 through modeling with mathematics and making sense of problems and persevering in solving them. Progress monitoring will be tracked through daily work and exit tickets.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 20 minutes, at least 2X per week with a focus on fluency practice through math games. Teachers will reteach step by step of strategies to use to solve problems. Students will engage in games and fluency practice after reteaching. Progress will be monitored by exit tickets and feedback.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving EL, Title, LAP, and SPED services will participate in small group instruction for 25 minutes, 5X per week, with a focus on specific targeted skills for each group as identified by classroom teachers in the PLC process. The support teacher will spiral review skills at student's readiness level to build foundational understanding. Students will engage in fluency practice and conceptual understanding activities as well as goal setting. Progress will be monitored by exit tickets and feedback and groups will change regularly as determined in the PLC process.

2nd Grade ELA Goal

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

By implementing conferring, feedback, and scaffolding, we will increase proficiency from 0% of 2nd grade students meeting standard to 25% of 2nd grade meeting standard on W.2.2, including students of color and ELL students, by June 2023 as measured by project completion, rubrics and checklists.

Curriculum: the standards and units we are targeting

STANDARD: W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

UNIT: Schoolwide Writing Nonfiction Author Study

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing the use of writing rubrics and checklists and immediate feedback through conferring and rubrics, and the use of graphic organizer and the use of peer feedback on writing, teachers will use whole group, partner and small group instruction to support students in understanding W.2.2 to ensure students are able to write informative/explanatory texts to examine a topic and convey ideas and information clearly through a variety of writing tasks. Progress monitoring will be tracked through daily work, check lists and rubrics.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, some students will participate in small group instruction for 20 minutes, at least 2X per week with a focus on sentence frames. Teachers will provide scaffolding and accommodations through graphic organizers and frames. Students will engage in a modified project. Progress will be monitored by exit tickets and feedback.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, some students will participate in small group instruction for 20 minutes, at least 2X per week with a focus on sentence frames. Teachers will provide scaffolding and accommodations through graphic organizers and frames. Students will engage in a modified project. Progress will be monitored by exit tickets and feedback.

3rd Grade Math Goal

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

By implementing Lister Discussion Signs and Stems, A/B partner think pair share and intentional DOK questioning, we will increase from 19% to 45% of students in 3rd grade, including 25% of students of color, meeting standard on 3.OA.A.1, use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem by end of trimester one.

Curriculum: the standards and units we are targeting

STANDARD: 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

UNIT: Unit 3 Multiplication: Finding Area, Solving Word Problems, and Using Scaled Graphs

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Lister Discussion Signs and Stems, A/B partner think pair share and intentional DOK questioning, teachers will use whole group, partner and small group instruction to support students in understanding 3.OA.A.1 to ensure students are able to use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem by the end of the trimester 3 through constructing viable arguments using private reasoning time and critiquing reasoning of others using listening to understand, critique, and debate. Additionally, students will monitor their progress using exit tickets and quizzes. Feedback will be given on each task by the classroom teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing the use of manipulatives, repeated addition, 3 reads strategy, anchor charts, and grid paper to support students in understanding 3.OA.A.1 to ensure students are able to use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem by end of the trimester 3 through constructing viable arguments using private reasoning time and critiquing reasoning of others using listening to understand, critique, and debate. Additionally, students will monitor their progress using exit tickets and quizzes. Feedback will be given on each task by the classroom teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

By implementing scaffolds listed in action step 2 as well as reading the problems out loud and using the PAWS word problem solving system, we will increase students identified for small group support groups from ___% to ___% meeting standard on 3.OA.A.1 to ensure students are able to use multiplication and divide within 100 to solve word problems in situation involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem by the end of trimester 3.

3rd Grade ELA Goal

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

Using CFA, we've discovered 100% of students who are unable to identify main idea. By implementing student voice, intentional questioning, and feedback, we will increase proficiency from 0% to 35% in 3rd grade, including 17% of students of color. by focusing on RI.3.2 Main Idea our grade level will move 20 students out of below and approaching to on standard according to our single point rubric by June 2023.

Curriculum: the standards and units we are targeting

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

UNIT: Schoolwide Reading Nonfiction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing scaffolding, graphic organizers, and cooperative learning, teachers will use whole group, partner, and small group instruction to support students in understanding RI.3.2 to ensure students are able to determine the main idea through written and oral summaries with a focus on the key details and how they support the main idea. Additionally, students will monitor their progress by :) :/ :(and feedback will be given by teachers and peers weekly.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 25 minutes, 5 times a week with a focus on RI3.2. Teachers will use student discourse strategies such as student talk to encourage and provide opportunities to discuss the main idea and how key details support the main idea. Students will read passages and discuss the main idea with peers and their teacher. They will practice with a variety of text lengths Progress will be measured by observational data, exit tickets and CFAs.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving LRC, EL, LAP, and Title I services will participate in small group instruction for 25 minutes, 5 times a week to focus on foundational skills supporting the standard listed above. Support teachers will provide letter identification, letter sounds matching, words sorts, Sounding songs, reading mastery, fluency practice, and phonemic awareness activities. Students will engage in activities listed above. Progress will be measured by monthly formative and summative assessments such as WIDA and Phonics for Reading and brought to PLC meetings to inform classroom teachers of progress.

4th Grade Math Goal

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

Using a grade level CFA, we've identified 66 students who are unable to divide and 3 and 4-digit dividends using 1-digit divisors. By implementing Try, Discuss, Connect, student discourse using Lister's Discussion signs and stems, graphic organizers, corrective feedback, we will increase proficiency from 0% to 25% in 4th grade, including 10% of LRC students. By focusing on 4.NBT.B.6 our grade level will move 17 students out of 66 students from below to standard according to grade level division problem rubric by June 2023.

Curriculum: the standards and units we are targeting

STANDARD: 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

UNIT: Unit 3 Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Try, Discuss, Connect, providing consistent feedback, using graphic organizers, discussion signs, teachers will use whole group, partner, and small group instruction to support students in understanding 4.NBT.B.6 to ensure students are able to solve multi-digit division problems. Additionally, students will monitor their progress by self-assessing and corrective feedback will be given by the teacher daily.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to math core instruction, students will participate in a strategy group for 15 minutes, 2-3 times a week with a focus on 4.NBT.4-6. Teachers will use scaffolding and manipulatives. Students will learn how to accurately solve division problems with 3 and 4-digit divisors. Progress will be measured by pre and post assessments and exit tickets 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, EL, LAP, and Title I services will participate in small group instruction for 25 minutes, 5 times a week to focus on foundational skills to support the standard listed above. Support teachers will work on number sense activities, spiral math practice, iReady games, word problem strategies (PAWS) and iReady SBA test prep. Students will engage in work listed above. Progress will be measured by formative and summative assessments and brought to PLC meetings to inform classroom teachers of progress.

4th Grade ELA Goal

Achieve a 26% pass rate for the selected standard by the end of the quarter.

Using a grade level CFA, we've identified 95% of students who are unable 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. By implementing Student Discourse using Lister's Discussion signs and stems, providing consistent feedback, and using graphic organizers, we will increase proficiency from 1% to 26% in 4th grade, including 7% of LRC students. By focusing on 4.RI.3 our grade level will move 16 students out of 63 students from below to on standard according to our grade level 4.RI.3 rubric by June 2023.

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

By implementing Student Discourse using Lister's Discussion Signs and Stems, providing consistent feedback, and using graphic organizers, teachers will use whole group, partner, and small group instruction to support students in understanding 4.RI.3 to ensure students are able 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. Additionally, students will monitor their progress by self-assessing and corrective feedback will be given by the teacher 2-3 times a week.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to ELA core instruction, students will participate in a strategy group for 15 minutes, 2-3 times a week with a focus on restating questions and using text evidence. Teachers will use scaffolding and modeling. Students will learn how to accurately use text evidence in their answers. Progress will be measured by pre and post assessments and exit tickets 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, EL, LAP, and Title I services will participate in small group instruction for 25 minutes, 5 times a week to focus on foundational skills supporting the standard listed above. Support teachers will provide Soudy phonemic activities, Reading Mastery, fluency practice, Phonics for Reading, and Rewards. Students will engage in activities listed above. Progress will be measured by monthly formative and summative assessments such as WIDA, Phonics for Reading, and Rewards and brought to PLC meetings to inform classroom teachers of progress.

5th Grade Math Goal

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

Using iReady winter diagnostic data, we have identified 44 students who are unable to multiply or divide fractions. By implementing scaffolding with color coded representations of steps, the PAWS word problem strategy and modeling, we will increase proficiency from 0% to 25% of in 5th grade including 25% of students of color. By focusing on 5.NFB.6 our grade level will move 13 students out of below or approaching grade level into meeting grade level standard according to teacher created 1 point rubric by June 2023.

Curriculum: the standards and units we are targeting

STANDARD: 5.NFB.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

UNIT: Unit 3 More Decimals and Fractions: Multiplication and Division

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing scaffolding with color coded representations of steps, the PAWS word problem strategy and modeling teachers will use whole group, partner and small group instruction to support students in understanding 5.NFB.6 to ensure students are able to solve real world problems involving multiplication of fractions and mixed numbers using visual models or equations with a focus on annotations the word problem, converting mixed numbers and improper fractions if needed, and multiplying correctly. Additionally, students will monitor their progress using exit tickets and quizzes and feedback will be given on each task by the classroom teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, 3 times a week with a focus on 5.NFB.6 to multiply fractions in a word problem. Teachers will implement the use of anchor charts, note taking, student access to rubrics and scaffolded review. Students will continually practice strategies working through misconceptions and self-assessing progress. Progress will be measured by exit tickets evaluated using the rubrics 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 30 minutes, 4 times a week to focus on 5.NFB.6 to multiply fractions in word problems. Support Teachers will implement the use of anchor charts, note taking, student access to rubrics and scaffolded review. Students will continually practice strategies working through misconceptions and self-assessing progress. Progress will be measured by exit tickets evaluated using the rubric and brought to PLC meetings to inform classroom teachers of progress.

5th Grade ELA Goal

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

Using iReady, we have identified 40 students unable to write about a topic using multiple sources. By implementing gradual release of responsibility, scaffolding with sentence stems, and note taking strategies we will increase proficiency from 0% to 25% in 5th grade including 25% of students who receive LRC services. By focusing on stand RI.5.9 out grade level will move 13 students out of below or approaching grade level into meeting grade level according to the iReady diagnostic by June 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

By implementing gradual release of responsibility, scaffolding with sentence stems, and note taking strategies, teachers will use whole group, partner and small group instruction to support students in understanding standard RI.5.9 to ensure students are able to integrate information from several texts on the same topic in order to write or speak about the subject through writing prompts and comprehension questions with a focus on clearly explaining information, using evidence from multiple sources and identifying commonalities and differences between texts. Additionally, students will monitor their progress by self assessing with the rubric and feedback will be given through teacher conferring every other week.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, 3 times a week with a focus on RI.5.9 to answer questions and write about information using multiple sources. Teachers will implement the use of release of responsibility, scaffolding with sentence stems, and note taking strategies. Students will continually practice strategies working through misconceptions and self-assessing progress. Progress will be measured by exit tickets evaluated using the rubrics 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 30 minutes, 5 times a week to focus on RI.5.9. Support teachers will gradual release of responsibility, scaffolding with sentence stems, and note taking strategies. Students will continually practice strategies working through misconceptions and self-assessing progress. Progress will be measured by exit tickets assessed with the rubric and brought to PLC meeting to inform classroom teachers of progress.

Kindergarten Math Goal

Achieve a 51% pass rate for the selected standard by the end of the quarter.

Using the Kindergarten grade-level data for counting to 100 by 1s and 10s, we've identified 61 out of 61 students who are unable to count orally to 100 by 1s and 10s. By implementing small group, 1:1 conferencing, goal-setting, non-linguistic representations, modeling, repetition, and use of native languages, we will increase proficiency from 0 to 61 students in Kindergarten, which is 0% to 51%. By focusing on K.CC.A.1 Count to 100 by 1s and 10s, our grade level will move 31 out of 61 students below to on standard according to the rubric: Rubric: Tier 3: 1-49, Tier 2: 49-99, Tier 1: 100 by 1s and 10s by June 2023.

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 choral chanting, repetition, videos, anchor charts, student anchor charts, partners, purpose/connection to daily life and TPR teachers will use whole, partner, and small-group instruction to support students in understanding K.CC.A.1 Counting to 100 by 1s and 10s. Additionally, students will monitor their progress by reviewing individual goal-setting data and feedback will be given once a month by the classroom teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small-group instruction for 10 minutes, 4 times a week with a focus on K.CC.A.1 Counting to 100 by 1s and 10s. Teachers will model and gradually release for students to practice till fluency. Progress will be by monthly data assessments and discussed at PLC meetings to inform instructional next steps.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1:1 Support to uncover sticking points and how to overcome individually.

Kindergarten ELA Goal

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

Using TPS report card rubric for RL.K.9 we've identified 51 students who are unable to ask and answer questions about key details in a text. By implementing close reading, modelling, think a loud, graphic organizers, nonlinguistic representations, previewing, predicting, sentence stems, question stems, and creating own stories through illustrations, we will increase proficiency from 16% to 41% in Kindergarten, including 18% of ELL. By focusing on RL.K.1 our grade level will move 15 students out of 61 according to the TPS report card rubric for RL.K.9 by June 2023

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

By implementing close reading, graphic organizers, and previewing/predicting, teachers, will use whole group, partner, and small group instruction to support students in understanding RI.K.9 to ensure students are able to ask and answer questions about key details in a text through anchor charts, sequencing events, and retelling stories using drawings or verbal retelling with a focus on the fi

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small instruction for 20 minutes, 5 times as week with a focus on RI.K.9. Teachers will support creating stories with illustrations, model and support previewing and retelling books before, during and after reading. Students will engage in active listening, ordering events, using sentence and question stems, and find evidence in text to support elements of a story. Progress will be measured by student friendly rubric/checklist 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, EL, LAP, and Title I services will participate in small group instruction for 25 minutes, 5 times a week to focus on foundational skills supporting the standard listed above. Support teachers will provide letter identification, letter sounds, Sonday songs, phonemic awareness activities. Students will engage in activities listed above. Progress will be measured by monthly formative and summative assessments such as WIDA and Acadience and brought to PLC meetings to inform classroom teachers of progress.

SEL Goal

Achieve a 95% pass rate for the selected standard by the end of the quarter.

Using the CEE Climate Survey data, we've identified 12% of students who are say they are seldom or never good at solving conflicts with others. By implementing Restorative Practices and Zones of Regulation Curriculum we will increase proficiency from 88% to 95% of students answering almost always, often true, or sometimes true.

☰ Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Staff PD refresher around Restorative Practices, focusing on community circles, group/author circles, and accountability circles. Staff will create a menu of repair that can be used at Lister.

STRENGTHENING ADULT SEL CAPACITY

Each teacher will commit to a morning community circle with focus on problem solving skills.

Behavior Goal

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

Using eSchool Plus Behavior Incident data, we've identified 90% of all escalated behavior incidents involve students who have multiple incidents. By implementing restorative practices (accountability circles, restorative circles and restorative consequences) we will decrease the number of students with more than 3 referrals per month.

Root Cause Analysis

Monthly Staff meetings around restorative practices/circles Whole staff book study regarding social justice topics Social Justice Committee with grade level and support staff representatives - looking monthly at data TWCI Committee with grade level and support staff representatives - looking monthly at data

Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

All staff are inputting office referrals into eSchool Plus for administration to review and decide next steps. The building has created tiers of behavior which are to assist in what is handled within the classroom and what requires administration support.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Additional staff training on restorative practices including accountability circles, restorative circles and restorative consequences.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Side by side coaching using restorative practices.

