

## Lowell Elementary School

# Continuous Achievement Process & Plan

### 2023 Quarter 2

*Lowell Elementary School is located in the Northend community with a rich history and legacy in the Tacoma School District. Lowell is a high performing school in all academics and believes that all students can achieve a high level of performance and growth. Lowell is often referred to as a "school of choice" with families from across the city enrolling in our school which makes us unique and confirms that we are providing a positive culture of learning within our community.*

#### **Our Vision**

Lowell Elementary staff believe that our school is successful because of our students and dedicated staff. We have a strong belief in ALL our students building positive and supportive relationships which is the foundation to learning. We believe that grit is an integral part of the Lowell pillars as it takes determination to achieve both academic and social/emotional goals. We believe that our students need to feel accepted, respected, and part of a team to thrive in our school community.

#### **Our Mission**

Lowell students will thrive and become contributing members of their community. They will be equipped with tools to become strong problem-solvers and have the skills to deal with life's challenges. Lowell students will be prepared both academically and socially/emotionally by developing a strong skillset to help them be successful in future educational experiences, life, and their careers.

# 1st Grade Math Goal

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

*55% of students will improve by 1 level on the mastery scale on 1.NBT.C.4 as measured by mid/end of unit 4 assessment. 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:** 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 the use of whole group, partner, and small group instruction, students will improve in the understanding of 1.OA.A.1 use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem to ensure students are able to add and subtract within 20 through iready daily lessons, iready teacher assigned lessons, exit tickets, lesson quizzes. Additionally, students will receive feedback daily on lessons and weekly on lesson quizzes. In addition, staff will implement the SMPs by establishing clear lesson targets/goals and provide students the opportunity to make meaning of problems, analyze and discuss solutions, and share their thinking in small and whole groups. Through rough draft math strategies, they will monitor and evaluate their thinking and adjust course as needed to solve the mathematical concept. Students will be given the opportunity to solve problems in their own way using manipulates such as base ten blocks, fraction tiles, geoboards, pattern blocks, etc. Feedback will be given through peer-to-peer interactions using sentence-stems as well as teacher-guided student discourse through purposeful questioning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional 1:1 or Small group support in using the try, discuss and connect routine with addition and subtraction within 20 that aligns with 1.OA.A.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Classroom teachers will use whole group/small group instruction/partner talk and the intervention will take place 5 times per week for 15 minutes. Progress will be monitored using lesson quizzes.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is adding and subtracting within 20. By implementing small group instruction/iready teacher directed lessons for this intervention, students will improve their understanding of the foundational concept of 1.OA.A.1 and use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem in an effort to close the gap with their general education peers. This intervention will take place 3 days per week in LRC.

# 1st Grade ELA Goal

*Achieve a 65% pass rate for the selected standard by the end of the quarter.*

*25 (% of students) will improve by 1 level on the mastery scale on RF.1.4 Read with sufficient accuracy and fluency to support comprehension as measured by DRA. 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:** RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

**UNIT:** Phonics Unit 2 Mystery of the Silent e

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing read aloud and monitor students, teachers will use whole group, partner, and small group instruction to improve students understanding of RF.1.4 Read with sufficient accuracy and fluency to support comprehension to ensure students are able to read and comprehend though using the DRA progress monitoring. Additionally, students will receive authentic feedback with one-on-one conferring using a single point rubric, provided with opportunities for discourse, establish foundational concepts, and demonstrate their knowledge though formative assessments. (DRA Progress Monitoring)

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional 1:1 or small group support in reading comprehension that aligns with RF 1.4 standard. Classroom teachers will use DRA PM and OKAPI leveled readers. The intervention will take place 5 times per week for 15 minutes. Progress will be monitored using DRA PM.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is reading comprehension. By implementing small group OKAPI leveled readers and DRA PM's for this intervention, students will improve their understanding of the foundational concept of RF.1.4 Read with sufficient accuracy and fluency to support comprehension in an effort to close the gap with their general education peers. This intervention will take place 4 days per week/30 minutes time in LAP and 3 days per week in LRC.

# 2nd Grade Math Goal

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

*56% of our second grade students are not proficient in 2NBTB7 as measured by our Numbers and Operations Domain pretest. 70% of our students will score 70% or higher on the post-test. 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:** 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 three reads strategy and the same and different strategy, teachers will use whole group, partner, and small group instruction to improve students understanding of 2.NBT. B.7. Additionally, students will receive feedback daily throughout the math lesson and weekly on quizzes.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Staff will implement the SMPs by establishing clear lesson targets/goals and provide students the opportunity to make meaning of problems, analyze and discuss solutions, and share their thinking in small and whole groups. Through rough draft math strategies, they will monitor and evaluate their thinking and adjust course as needed to solve the mathematical concept. Students will be given the opportunity to solve problems in their own way using manipulates such as base ten blocks. Feedback will be given through peer-to-peer interactions using sentence-stems as well as teacher-guided student discourse through purposeful questioning.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Cindy Sloan meets with students as dictated by their IEPs.

# 2nd Grade ELA Goal

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

*35% of our second grade students are performing below a 70% pass rate on the SAVVAS pretest in RL 2.2. 50% of the 22 students not proficient in RL 2.2 will achieve a 70% pass rate or higher on the post-test. 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:** RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**UNIT:** Other Reading Fiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole Group/Classroom Strategies and Practices Teaching Routines: Leverage daily classroom routines in Savvas to maximize learning time Student-to-Student Talk: Leverage Turn, Talk, and Share (and add in more opportunities as needed) Differentiated Support: Utilize ELL Language Transfer: Cognates when appropriate Developing Vocabulary: Create Academic Vocabulary Word Wall for new words generated throughout the unit

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Differentiated Support: Based on formative assessment, identify and implement appropriate routines in the Small Group Guide during small group instruction in reading.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. This intervention will take place 5 days per week in LAP and 3 days per week in LRC.

# 3rd Grade Math Goal

*Achieve a 64% pass rate for the selected standard by the end of the quarter.*

*In the math domain of numbers and operations students were at 54% proficiency. We would like to move them to at least 64% proficiency by the spring I-ready diagnostic. We will achieve this through small group interventions in class, para support groups, and on to on in class help. 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:** 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

Review diagnostic data to identify students who need more support in the domain of number and operations. Staff will implement the SMPs by establishing clear lesson targets/goals and provide students the opportunity to make meaning of problems, analyze and discuss solutions, and share their thinking in small and whole groups. Through rough draft math strategies, they will monitor and evaluate their thinking and adjust course as needed to solve the mathematical concept. Students will be given the opportunity to solve problems in their own way using manipulates such as base ten blocks, fraction tiles, geoboards, pattern blocks, etc. Feedback will be given through peer-to-peer interactions using sentence-stems as well as teacher-guided student discourse through purposeful questioning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Establish a growth goal for identified students and enter it on the Lowell PLC work document.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Using ready math student are groups according needs and will receive small group instruction in and outside of the classroom in that domain.

# 3rd Grade ELA Goal

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

*By June 2023, 29% of students in Tier 2 or 3 will improve by 41% and grow 1 level on the mastery scale on RL3.2 priority standard as measured by comprehension literature Benchmark assessment. 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.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**UNIT:** Other Reading Nonfiction Unit

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Small group intervention, 1:1. whole group discussions.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

para/volunteer support, LAP and special education support.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

LRC support, progress monitoring, following IEP guidelines

# 4th Grade Math Goal

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

*60% of 4th grade will score 78% or higher on the unit post-test. 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:** 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. 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

Use the Try, discuss, connect for whole group. Select and sequence student work for the discuss/connect component. This instructional strategy will allow all students to make sense of a problem, problem solve and then connect and compare to their classmates.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Use formative assessments to determine small group instruction as well as purposeful partnerships. I will use small groups to reteach based on formative assessments. I will pull small groups 3 times a week for targeted, differentiated work. Students will be purposefully partnered to assist and push each other with their learning.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Mr. Johnson will meet with the following students 3 days a week for 20 minutes: Carrigan Patry, Heavenna Washington, Lucille Nalty, Aaminah Gray, Makinley Larsh, Olive Hillard, Draven Doyle, Aliza Amorebieta, Sawyer Lozner, Victoria Liggins, James Rorem, Liam Zambrana. He will work on number sense, times tables, and dissecting story problems. This extra support will help them with larger multiplication and division problems in class. Carrigan and Desirae get LRC support from Cindy Sloan. Margot Jacobs will receive 1 on 1 teacher support in math daily for 10 minutes. All of these students will get a "double dose" by being pulled for small group instruction 3+ days a week in class.



# 4th Grade ELA Goal

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

*By implementing the high yield strategy of setting objectives and providing feedback, we will increase from 0% to 60% in 4th grade in the area of informational writing where students will proficiently develop a topic using quotations or other information and examples.*

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

**STANDARD:** W.4.2 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 setting objective and providing feedback, teachers will use whole group, partner, and small group instruction to improve students understanding of writing an informational, W.4.2 to ensure students are able to develop their topic using quotations or other information and examples through explicit teaching of citing evidence, regular feedback using the 1-point rubric, one on one conferring, and peer editing. Additionally, students will receive feedback by teacher or student partner during small group and demonstrate their knowledge through formative assessments.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in proficiently adding citations to an informational essay, that aligns with writing an informational essay, W.4.2. Classroom teachers will use mentor texts, graphic organizers, kinesthetic activities, and guided practice specific teaching and the intervention will take place 3 times per week for 15. Progress will be monitored using teacher created progress monitoring.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is writing a clear, coherent, 4-6 sentence paragraph with scaffolds. Also, with correct spelling and punctuation. The length of paragraphs will grow as the year progresses. Exposure to dialogue will be included, but with support by implementing modeling, shared writing, and 1-1 writing conferences. For this intervention, students will improve their understanding of the foundational concept of W.4.2 in an effort to close the gap with their general education peers. This intervention will take place 2 days per week for 30 minutes in LRC.

# 5th Grade Math Goal

*Achieve a 69% pass rate for the selected standard by the end of the quarter.*

*Based on Unit 12 and 13 pretest (Adding and subtracting fractions) data, 13% of 5th graders are proficient in solving word problems that involve adding and subtracting fractions W5.NF.A.2. By June of 2023, we want 69% of the 5th grade students to get 75% or higher on the Lesson 12 and 13 Quiz. We will do this by implementing Rough Draft Math Techniques, Try, Discuss, Connect Routines, and targeted Pull Out Math Intervention 4 days a week with Mr. Johnson.*

## **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  $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that  $\frac{3}{7} < \frac{1}{2}$ .

**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

With the whole group we will anticipate student thinking and be able to Select and Sequence student work to build conceptual understanding and connect representations. Additionally, we will implement the use of SMPs by establishing clear lesson targets/goals and provide students the opportunity to make meaning of problems, analyze and discuss solutions, and share their thinking in small and whole groups. Through rough draft math strategies, they will monitor and evaluate their thinking and adjust as needed to solve the mathematical concept.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Use formative data to pull small groups to differentiate and reteach. Guide class conversation using a turn and talk and sentence stem discussion protocol to enhance student discourse. Use manipulates such as base ten blocks, fraction tiles, geoboards, pattern blocks, etc. Feedback will be given through peer-to-peer interactions using sentence-stems as well as teacher-guided student discourse through purposeful questioning.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Extra support with math pull out with Mr. Johnson. Extra math support with Mrs. Sloan. Extra small group support with teacher.

# 5th Grade ELA Goal

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

*By implementing the high yield strategy of setting objectives and providing feedback, we will increase from 0% to 60% in the 5th grade area of Informational Writing where students will develop a topic using quotations or other information and examples. 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:** W.5.2 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 setting objective and providing feedback, teachers will use whole group, partner, and small group instruction to improve students understanding of writing a informational essay, W.5.2 to ensure students are able to develop their topic using quotations or other informational or examples through explicit teaching of citing evidence, regular feedback using the 1-point rubric, one on one conferring, and peer editing. Additionally, students will receive feedback by teacher or student partner during small group and demonstrate their knowledge though formative assessments.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, targeted students will receive additional small group support in proficiently adding citations, that align with writing an informational text W.5.2. Classroom teachers will use mentor texts, graphic organizers, kinesthetic activities, and guided practice specific teaching and the intervention will take place 3 times per week for 15 minutes. Progress will be monitored using teacher created progress monitoring.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is writing a clear, coherent, 4-6 sentence paragraph with scaffolds. Also, with correct spelling and punctuation. The length of paragraphs will grow as the year progresses. Exposure to dialogue will be included, but with support by implementing modeling, shared writing, and 1-1 writing conferences. For this intervention, students will improve their understanding of the foundational concept of W.5.2 in an effort to close the gap with their general education peers. This intervention will take place 2 days per week for 30 minutes in LRC.

# Kindergarten Math Goal

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

*50% of the Kindergarten class is proficient in K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. By June 2023, the percent of students meeting the standard will increase to 75% as measured by Comprehension Checks and Unit Assessment from Ready Classroom. We will do this by using the try, discuss and connect strategy and guide class conversation using discussion protocols like talk moves, sentence stem, and turn-and-talk to enhance student discourse.*

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

**STANDARD:** K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**UNIT:** Unit 4 - Numbers Within 10: Addition and Subtraction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Staff will implement the SMPs by establishing clear lesson targets/goals and provide students the opportunity to make meaning of problems, analyze and discuss solutions, and share their thinking in small and whole groups. Through rough draft math strategies, they will monitor and evaluate their thinking and adjust course as needed to solve the mathematical concept. Students will be given the opportunity to solve problems in their own way using manipulates such as base ten blocks, fraction tiles, geoboards, pattern blocks, etc. Feedback will be given through peer-to-peer interactions using sentence-stems as well as teacher-guided student discourse through purposeful questioning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol with: concrete representations base-ten counting manipulatives to move from physical, to visual, to symbolic representation.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

LRC support for qualified students and small group interventions as needed in classroom

# Kindergarten ELA Goal

*Achieve a 85% pass rate for the selected standard by the end of the quarter.*

*64% of the 45 Kindergarten students are meeting the standard IRL.K.2 and are retelling familiar literature stories, including key details, with prompting and support. By June 2023, the percent of students meeting the standard will increase to 85% as measured using a Storyhand conferring assessment: asking students the key ideas and details in literature. One way we will accomplish this is through implementing i-Ready differentiated my path, weekly mentor texts from Schoolwide, and a variety of reading strategies that build an inclusive and equitable culture that represents a wide variety of learners.*

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

**STANDARD:** RL.K.2 With prompting and support, retell familiar stories, including key details.

**UNIT:** Schoolwide Reading Fiction Storybooks

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

During whole group instruction, implement the use of the Story hand to practice character, setting, what happened first, second and last. Use schoolwide mentor text and other Okapi guided reading books. We will focus on making connections to the literature from the Schoolwide unit, Science (Force all around), and Inquiry Journey (Past, Present and Future).

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group reading workshop conferring with 1-2 students per day using the ELA Reading Literature Conference Notes from Schoolwide and the single point rubric for the priority standard K.RL.2. Taking anecdotal notes data and recording on one student daily.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students are attending Lap Services each day. Students are reading weekly with a teacher, para, coach, classroom buddies and or parent helpers.

# SEL Goal

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

*By the end of Spring 2023, of the 25% of students identified, 20% will feel that they have met the standard to self-manage and problem solve as measured by the SEL Student Survey.*

## ☰ Steps: how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

Daily SEL unity circles and opportunities for students to share how they are doing Counselor lead classroom lessons on bullying prevention and problem solving

### STRENGTHENING ADULT SEL CAPACITY

Common building practices (Zones, expectations, "Calm Corner", etc.), common building language ( brain breaks, circles for empathy, etc.), Small group friendship groups to practice social skills and problem solving with counselor Small group lessons on Cognitive Behavioral Therapy for 4th and 5th graders with counselor

# Behavior Goal

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

*By implementing GAT, Social emotional activities, and cognitive behavior therapy we will increase from 96% to 98% at Lowell in the amount of students not being referred to the office for disruptive behaviors. We will also create consistent and clear discipline processes and consequences to decrease the number of discipline issues each month by 5%. Proactive coaching and teaching problem solving skills and positive behavior interventions will decrease the number of discipline issues each month. Additional strategies implemented: - MTSS with strategies to help student regulate - "Nest" or calm -Kelso's choices*

## Root Cause Analysis

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. Focus: -Authentic relationships -Positive and safe classroom environment -High Yield Strategies -Student collaboration -Contextual learning - Access to technology

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Our safety team will meet monthly to determine specific needs of students and brainstorm strategies to decrease behaviors and increase positive outcomes. We will develop consistent systems and practices around holding students accountable for their behaviors and tracking the data. We have had 1% of our students being suspended this year. The goal is to not increase this percentage for the rest of the year.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Data will be reviewed monthly to discuss strengths and growth areas for student behaviors in the classroom and during unstructured play. We will implement strategies to improve safety, by reviewing expectations with students and providing support for positive behavior outcomes. This will be accomplished by: -Staff using calming strategies in their classrooms and Zones of regulation each day to identify personal levels and wellness needs -School counselor working with all classrooms to share strategies around conflict resolution, problem solving, and relationship building. -Positive behavior interventions such as paws, awards, etc.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Develop a tracking system that is consistently used with a Tier 1, 2, and 3 approach. Create a clear flow chart to identify which behaviors are in each tier for interventions and support. These interventions will consist of the GAT curriculum, Zones of regulation, and social stories.

