

## Mann Elementary School

# Continuous Achievement Process & Plan

### 2023 Quarter 2

*Mann Elementary is committed to our students' growth and development of self through explicit and implicit social-emotional learning, delivering academic learning based on high expectations, and creating an encouraging school climate. Our goals are created, monitored and reflected on by students, staff, and families. Partnerships are important in our work to support students' achievement.*

#### **Our Vision**

Our beliefs and actions cultivate student success and happiness within and beyond school walls.

#### **Our Mission**

Mann Elementary empowers students to become responsible successful learners and kind, caring contributors to their communities by ensuring: ☐ High expectations for ALL students are standards-based and clearly communicated; ☐ Technology and social-emotional learning are intentionally and regularly integrated; ☐ Diversity, equity and inclusion are promoted and celebrated; ☐ Approaches to teaching and learning are high yield, varied and engaging; and ☐ Advocacy and independence are explicitly...

# 1st Grade Math Goal

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

*By April 30, students will demonstrate 45% growth in I-Ready by achieving standards.(1.OA.A.1). Students will be given a set of 5 word problems that show fluency in addition and subtraction within 20. Students will attain a 80% or higher score by answering 4 out of 5 or 5 out of 5 questions correctly.*

## **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

Whole Group/Classroom Strategies and Practices o Teaching Routines: Model daily classroom routines to maximize learning time o Use lesson planning doc from mathematical instructional practices o Number Talks o Daily access to manipulatives, whiteboards, 100's chart, place value focused number bond o Unpacking equations/problems o Explicit vocabulary instruction o Explicit private think time o Think-pair-share to explain reasoning Small Group Strategies and Practices o Differentiated Support: Implement as-needed small group instruction using Exit Tasks and quizzes to address emerging, developing, and/or expanding/bridging mathematical needs o Use of Formative and Summative Assessment Driven Instruction: to identify students' strengths and areas needing support. 1:1 Strategies and Practices o Conferring support with students using Exit Tasks

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

o Differentiated Support Additional small group and 1:1 strategies and practices when/if appropriate (see above) - daily 15-20 min o Explicit connections between math processing needed and concrete modeling - 2x/wk 15-20 min o Immediate corrective feedback during guided instruction - daily

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Peer learning - daily up to 20 min Additional processing time and verbalizing thinking with teacher -- daily up to 20 min Chunk and repeat instruction - daily Unpack the problem Additional check in for student understanding

# 1st Grade ELA Goal

*Achieve a 67% pass rate for the selected standard by the end of the quarter.*

*By April 30, 2023, 1st grade students will increase proficiency from 47% to 67% in RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. We will use a variety of comprehension strategies, graphic organizers, story maps, timelines, and weekly formative assessments that ensure we are reaching all students and providing differentiated access points.*

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

**STANDARD:** RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**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 o Teaching Routines: Model daily classroom routines in Savvas to maximize learning time o Think, Pair, Share: Model Turn, Talk, and Share (and add in more opportunities as needed) o Developing Vocabulary: New vocabulary posted in classroom for each Unit and use cognates/visuals o Instructional Strategies: Model the Think Aloud process during Read Aloud o Formative Assessment: Utilize Quick Checks to determine small group instruction o Provide students with graphic organizers o Assigning iReady lessons on retell (RL.1.2) for 35-45 min/wk

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

o Differentiated Support Additional small group and 1:1 strategies and practices when/if appropriate - 1-2x/wk - 5-15 min o Differentiated Support: Based on formative assessment, identify and implement routines for Small Group Guide during small group instruction in reading (1-2x/wk - 15-20 min) o Differentiated Support: choose lessons that align from myFocus Intervention - (1-3x/wk 10-15 min)

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

\*Small groups will use visual and verbal cues (1-2x/wk - 15-20 min) \*Explicit and individual/small group guided completion of graphic organizers (1-2x/wk - 5-20 min and with specific unit lessons) \*Assisted retell scaffolding (1-2x/wk - 5-15 min and with specific unit lessons)

# 2nd Grade Math Goal

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

*0% of Mann 2nd grade students scored at grade level on standard 2.NBT.B.7 based on the winter i-Ready math diagnostic assessment, Ready Math assessments, and exit task data. By May 31, 2023, the percent of students meeting the grade level standard will increase to 25% as measured by the spring i-Ready math diagnostic assessment, Ready Math assessments, and exit task data. Using technology for tiered support will aid in providing equitable access to all learners, with assistive technology for reading support for word problems, differentiated instruction, and multiple modes of instruction and demonstration of mastery. Real-world connections to the content will be fostered by editing Ready Math assessments to include familiar names and places, increasing relevance and a sense of community. Students will engage in goal-setting and tracking of data to encourage a growth mindset and will receive support in self-advocacy to ask for help, to ensure students are working in their zone of proximal development.*

## **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

- Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: - Presenting a rigorous, grade level task using the three reads protocol - Guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse. - Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representations. - Students will add and subtract two-digit numbers without regrouping while attending to precision. -Students will add and subtract two-digit numbers with regrouping. -Students will add and subtract three-digit numbers without regrouping. -Students will add and subtract three-digit numbers with regrouping. -Students will apply their understanding of math fact families to use addition to check subtraction and vice versa. Word problems will be read to students aloud to provide access to all levels of readers. Hands-on manipulatives and movement will be included as well as the continued use of the Standards of Mathematical practice. Students will be able to use multiple modes of expression to demonstrate mastery.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Action Step 2: · Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: - additional problems - using concrete representations/manipulatives to move from physical, to visual, to symbolic representation - providing sentence stems for conversation -using focused number talks -making sense of word problems using bar models, number bonds, and/or fact families. -15 minutes daily during the MTSS block

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In small groups, students will practice mental strategies for adding and subtracting within 20. They will use fact families to help build their understanding of the relationship between adding and subtracting. To help them make sense of word problems, students will use representations such as bar models and number bonds. -15 minutes daily during the MTSS block Students identified for action step 3 scored less than 400 in the domain of number and operations on the winter i-Ready diagnostic.

# 2nd Grade ELA Goal

*Achieve a 47% pass rate for the selected standard by the end of the quarter.*

*By May 31, 2023, 40% of 2nd grade students (18/46) will be able to proficiently compare and contrast the most important points presented by two informational texts on the same topic, as measured by i-Ready ISM data, exit tickets, and Spring i-Ready Diagnostic, which is a 18% increase from the winter baseline proficiency of 22% (10/46). Using supplemental texts selected to reflect the cultural backgrounds of the students in the classroom will increase student sense of ownership of their learning, community, and belonging. Implementing GLAD strategies, such as Process Grid, to support all learners.*

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

**STANDARD:** RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

**UNIT:** Schoolwide Reading Nonfiction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Data-driven, explicit instruction; class discussions; activating prior knowledge; setting goals and opportunities for reflection and self-assessment; adequate scaffolding to meet the needs of all learners; immediate, corrective feedback; text-to-self connections; concept mapping; graphic organizers (Venn diagram, process grid, etc.); high expectations communicated to all learners; opportunities for multiple modes of expression to demonstrate mastery of standard RI.2.9. Using supplemental texts selected to reflect the interests and backgrounds of the students in the classroom will increase students' sense of ownership of their learning, community, and belonging. Implementing GLAD strategies, such as Process Grid, to support all learners.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In small groups, student will work on cooperative learning; appropriately challenging goals; fostering productive struggle through differentiation to make sure students are working in their zone of proximal development; discussion strategies; corrective feedback; concept mapping; graphic organizers; explicit instruction in vocabulary strategies to support comprehension. Action step 2 will occur 15 minutes daily during MTSS.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Technology will be used for multiple modes of instruction and expression. Recorded PowerPoints will allow students multiple opportunities to listen to texts read aloud. Newsela articles and the Okapi digital library texts can be used with text to speech to further support students' access to texts. Action step 3 will occur 15 minutes daily during MTSS.

# 3rd Grade Math Goal

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

*Using strategies such as number lines, physical manipulatives, visual representations, and real world problems that represent diverse cultures, and allow for multiple points of entry into the concept, 65% (up from 0%) of third graders will be able to explain equivalence of fractions in special cases, and compare fractions by reasoning about their size by May 1st, 2023 as measured by daily exit tasks, i-Ready progress monitoring and common assessments.*

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

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

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will use the 3-Read Strategy to unpack the special case situations, coupled with the Try, Discuss and Connect routine. Working with students to access prior knowledge on fractions and relate that understanding to develop understanding of equivalence and comparison. We will have classroom conversations and number talks around fractions and relationships to multiples. Students will have access to and instruction on how to use physical manipulatives such as fraction bars and number lines to have representational models for comparative fractions.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will continue to monitor data from daily exit tasks and common assessments in order to inform small group interventions. Teachers will rove around the room during independent work time to work 1:1 or in small group with students who are struggling. We will also work to provide video lessons students can access independently during this time. This will happen 4x/wk for 15 minutes.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will be reviewing and reteaching identified standards using iReady and Exit Task scores. We will use number talks, iReady lessons, physical manipulatives and iReady math activity lessons to meet students needs. We will do this once a week beginning with a specific number talk, then twenty minutes for specific assigned iReady lessons, then twenty minutes for small group instruction.

# 3rd Grade ELA Goal

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

*Using strategies such as graphic organizers, unpacking, and identifying evidence 70% of third grade students will be able to describe characters in a story, their traits motivations or feeling and explain how their actions contribute to the sequence of events.*

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

**STANDARD:** RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**UNIT:** Other Reading Fiction Unit

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will unpack the daily learning target, text and questions with the students. We will utilize feelings, thoughts and actions graphic organizers, cause and effect organizers and sequence of events activities.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will monitor daily exit tasks and i-Ready growth monitoring to inform small group interventions. Students will rotate through three different small groups every day with each group being twenty minutes in length.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will use technology to read or have assigned articles read aloud daily using NewsELA. Information will be front loaded and discussed in their leveled small groups before the assessment to set everyone up for success. This will occur daily in 20 min sessions.

# 4th Grade Math Goal

*Achieve a 42% pass rate for the selected standard by the end of the quarter.*

*By implementing a variety of supportive instructional practices, such as think-pair-share, base ten blocks, feedback and goal-setting, 42% of 4th graders will show proficiency their ability to multiply multi-digit numbers as measured by exit tickets and iReady standards mastery by May 1st, 2023. Through the use of a variety of manipulatives, student grouping, real world examples, and instructional practices all students will be included in equitable learning opportunities.*

## **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

In addition to direct instruction of the curriculum unit, we will implement daily number-talks to increase number-sense and mathematical reasoning, build and draw models using base-ten blocks, use place-value strategies like partial-products, the use of area and array models, goal setting at the beginning of the unit and self-reflect at the end of the unit. We will encourage mathematical discourse and the use of academic vocabulary through think-pair-share opportunities. Immediate feedback will be given to all students during lessons.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group instruction with teacher modeling and support and gradual release of responsibility after the whole group lesson. Small group students will be chosen based on results of a pre-assessment, classwork, and exit-ticket data and will meet 3-4 times per week for 20 minutes per session.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Individualized support and conferencing with students performing well below grade level standard. We will use numbers that are easier for students to conceptualize, such as 3rd grade standards, and the use of hands on manipulatives. Students will meet 2-3 times per week for 15 minutes per session as we re-examine the progression of multiplication fact learning by 10s, 5s, 2s, etc. as we increase complexity.



# 4th Grade ELA Goal

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

*By implementing a variety of supportive instructional practices, such as think-pair-share, intentional small groups based on students' current reading level, analyzing mentor texts, 45% (from 20%) of 4th grade students will demonstrate their ability to successfully explain events, procedures, ideas, etc. based on specific information in a text on an assessment administered by May 1st, 2023. Through the use of appropriately leveled texts with high student interest, intentional grouping and small group support, and immediate corrective feedback, students of all backgrounds and abilities will have access to the learning.*

## **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

We will use whole group explicit instruction to teach comprehension skills such as note-taking, word-attack skills and vocabulary skills, use of text-features to understand and make inferences in a text, anchor charts, mentor texts, and goal-setting. Students will be able to choose topics of their own interest based on the availability of resources. We will encourage students to use academic vocabulary during student discourse and think-pair-share. In addition, sentence-stems will be provided.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Intentional small group instruction 2-4 days a week for 20 minutes each using texts at students' instructional reading level will provide all students access points. During these small groups, we will continue to provide explicit instruction in teaching comprehension skills such as note-taking, word-attack skills and vocabulary skills, and the use of text-features to understand and make inferences in a text. We will encourage peer led discussions with the teacher as the facilitator. Graphic organizers such as KWL charts and summarizing beginning, middle, and end charts will be provided for students to organize their thinking.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will use individual conferencing, feedback, and modified exit-tickets 2-3 days a week for 15 minutes each. During this time, students will have visual supports on poster-paper to help students organize their thinking as they are taking notes and making sense of what they are reading.

# 5th Grade Math Goal

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

*By implementing supportive instructional practices to including number talks (providing access points for all learners), cooperative group work, do-now skill practice activities, one on one check-ins, and ongoing assessment, fifth grade students will increase from 11% proficiency in solving word problems involving multiplication of fractions and mixed numbers to 40% by April 30th, 2023. Students will work in small groups that represent diverse learners sharing ideas, strategies, and reasoning through peer learning, editing and revising their thinking.*

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

**STANDARD:** 5.NF.B.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

Students will make sense of problems by unpacking the problems, utilize math manipulatives and models to help understand the problem, and persevere in solving them by analyzing and explaining the meaning of the problem individually and in groups, and actively engage in problem solving. Students will self-assess by checking their answers using different methods and then ask themselves if their answers are logical and make sense. If necessary, students will rethink their approach and change strategies. Teachers will facilitate by implementing the try, discuss connect the routine, and facilitate peer feedback of strategies used.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will represent problems with models and manipulatives flexibly demonstrating the representation of fractions and apply properties of operations and place value. By explaining their thinking, including the relationships between quantities, students will have the opportunity to examine the reasonableness of their answers. Tier two students will receive teacher support daily during math lessons and through individual feedback. Small groups of tier 2 students will be pulled by teacher twice a week for 20 min for scaffolded support based on that week's exit ticket data.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students performing at tier 3 levels will daily receive chunked instructions with added visuals (both written and verbal), be provided visual and graphic aids for summary assignments and discussions, alternative test settings when applicable, and frequent check-ins for understanding of the Math learning target (daily 1-2 min). Support on mathematical comprehension will be provided to tier 3 students by pull-out intervention groups 30 minutes, 4 times per week.

# 5th Grade ELA Goal

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

*By providing choice of expression for reporting, visual models of relationships, graphic organizers, resources (including read-to-me options), and rubric-based requirements to identify accomplishments students will achieve 60% meeting standard (from 0% proficiency and 59% approaching) related to determining a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. This will be made more accessible to all students through providing read-alouds and multiple modalities of accessing narrative information (whole-group summary and prediction discussion, small-group and partner reflection, individualized feedback). Students are organized into groups based on diverse levels of learning. Texts have been chosen to represent diverse student population.*

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

**STANDARD:** RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**UNIT:** Other Reading Fiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strategies we will use are: whole group reading and discussion of text, visuals such as vocabulary cards posted in room, technology such as speech-to-text and text-to-speech, graphic organizers, and anchor charts.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teacher facilitates whole-group instruction through using talk moves to help students infer theme from story summary/sequence and make predictions about future events. Teacher will utilize small instructional groupings daily, provide supporting reading level texts such as on NEWSLA, graphic organizers, anchor charts, speech-to-text and text-to-speech, chunking (mini lessons). Support on literacy comprehension will be provided to tier 2 and 3 students by pull-out intervention groups 30 minutes, 4 times per week.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students performing at tier 3 levels will daily receive chunked instructions with added visuals (both written and verbal) daily, be provided visual and graphic aids for summary assignments and discussions, alternative test settings when applicable, and frequent check-ins for understanding of the ELA learning target (daily 1-2 min). Support on literacy comprehension will be provided to tier 2 and 3 students by pull-out intervention groups 30 minutes, 4 times per week.

# Kindergarten Math Goal

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

*We will use a variety of instructional practices such as using manipulatives, explicit instruction, think-pair-share, and real-world scenarios representing diverse cultures for context to move students from 5% proficiency to 75% proficiency in their understanding of composing and decomposing teen numbers into a group of 10 and more ones by May 25 as measured by 1:1 conferring, exit tickets, and iReady unit assessment.*

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

**STANDARD:** K.NBT.A.1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**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

In daily whole group instruction, we will complete the following: 1. Number talks to ensure access and engagement for all students 2. Connecting place value of the numerals to a group of 10 and more ones 3. Use a variety of examples and non-examples for students to evaluate and critique 4. Counting to 20 5. Making a group of 10 from 10 ones incorporating: 10 frames, cubes, drawings, and number bonds to model the mathematics

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1. Pull small groups 2-3x a week 10-20 mins to review strategies for composing/decomposing, the relationship to math symbols, and recognizing/reading teen numbers 2. Provide more structured visual aids and manipulatives in small groups 2-3x a week for 10-20 mins

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1. 1:1 chunking instructions daily 1-5 min 2. frequent check ins daily 1-2 min 3. Additional explicit instruction on number sense such as counting objects, know the last number counted is how many there are, and understanding that each successive number name refers to a quantity that is one larger 3x a week 5 minutes

# Kindergarten ELA Goal

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

*By using a variety of texts and multimedia, think alouds, and graphic organizers, students will move from 13% proficiency to 75% proficiency in their ability to compare and contrast the adventures/experiences of characters in familiar stories by April 14 as measured by weekly quick checks, 1:1 conferring, and unit 3 summative assessment.*

## **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

1. Student discourse using the Turn Talk Share routine 2. Shared and close readings, and think alouds during shared readings 3. Using Venn diagrams to compare and contrast 4. Develop vocabulary using unit word walls and specific ML strategies 5. Front load compare/contrast by compare/contrast students/teachers (and cats/dogs) before getting into texts

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1. Explicit instruction to understand story elements- identifying characters, setting, and events of the story (2-3 x daily - 15-20 min) 2. Guided instruction and modeling of Venn diagrams (aligned with tier 1 lessons - 5-10 mins) 3. Visual supports for academic vocabulary learning (2-3x/wk - 1-5 min) 4. Chunking instruction - comparing skill (1st), contrasting (2nd), both simultaneously (3rd) to gradually release to independence 5. Pre-teach compare/contrast students/teachers and cats/dogs characteristics before whole group lesson (2x/unit - 5-10 min)

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

- provide additional visuals to help compare/contrast text (4x/unit - 5-10 min) - graphic aids to assist oral directions and learning (daily 1-3 min) - frequent check-ins for understanding (daily 1-2 min) - work with ML teacher for additional instructional supports for students (weekly 10-15 min)

# SEL Goal

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

*By April 30, 95% of Mann students (from 75%) will self-report that they feel safe (almost always or often) at school as measured by in-house student SEL survey and improved attendance.*

## ☰ Steps: how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

Bi-monthly EquiTWC meetings with inclusion and safety focal points SEL daily PPT lessons including social awareness and belonging Pre-survey in-house by March 3, 2023 Post-survey in-house by April 30, 2023 Specific concerns will be brought to EquiTWC for problem-solving bi-monthly as needed

### STRENGTHENING ADULT SEL CAPACITY

Based on chronic attendance and behavior referrals, and community meeting responses, behavior interventionist will seek to understand if safety or inclusion are concerns - weekly Specific concerns will be brought to leadership and EquiTWC for problem-solving - bi-monthly as needed

# Behavior Goal

*Ensure 97% of students have behaviors NOT resulting in suspension or expulsion.*

*Through proactive, research supported and consistently implemented SEL strategies, high expectations and community involvement, fewer than 3% of Mann students will demonstrate behaviors resulting in exclusionary discipline and no evidence of bias implications will exist for the 2022-2023 school year as reported in ESchoolPlus.*

## Root Cause Analysis

The root cause analysis shows a disconnect in how some classrooms are utilizing and understanding the tiered behavior classification and reporting strategies. We have also found that increasing mental health needs are surfacing through 1:1 discussion with students who are repeatedly exhibiting harmful behaviors to others and/or self.

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

The reported data does not show any identifiable bias in discipline. In order to continue our commitment to equitable and inclusive access to learning and discipline, we have put in place specific school wide practices and protocols. This is a continuation of Q1 and we will be refining our focus to include street data, particularly on student feelings of safety and belonging. The TWC/Equity team will continue to work to refine the strategies and additional professional development.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Zones check ins throughout the day with connecting emotion words to help build emotional learning, morning SEL circles, end of day problem-solving circles and use of restorative practices that allow for consistent positive daily interactions and common language communication resulting in reduced potential triggers or disconnect. We are adding a communication avenue for students to proactively share concerns and needs to help them self-regulate, and lunch buddies.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

School wide tiered behavior classification and reporting, strategies such as Kelso's Choices, Peace Centers and Zones toolbox in classrooms, restorative conferences and circles to help students and teachers feel more connected and productive in the moment and give a path to a positive resolution.

