

## Arlington Elementary School

# Continuous Achievement Process & Plan

### 2023 Quarter 2

*Arlington's Continuous Achievement Plan (CAP) will focus on creating and maintaining a safe environment by focusing on social emotional and physical safety and the unique and special needs of every child through an equity lens and personal, targeted interventions and plans for each student. By these established systems, we will nurture and inspire students to become productive, compassionate, and responsible life-long learners.*

#### **Our Vision**

Our Vision: Arlington students will develop skills and strategies essential to be productive, compassionate and responsible learners in an ever-changing society.

#### **Our Mission**

Our Mission: Arlington Elementary School is dedicated to creating a safe community which enriches and inspires the academic, social, physical, and emotional development of every child.

# 1st Grade Math Goal

*Achieve a 15% pass rate for the selected standard by the end of the quarter.*

*By implementing a variety of supportive instructional practices (such as instructional talks, small groups, 1:1 check-ins, and ongoing formative assessment), first grade will fluently add and subtract within 20 improve from 15% proficiency to 30% proficiency on the Ready Math unit on OA.C.6 (Use Strategies for Addition and Subtraction Facts) by mid May, 2023.*

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

**STANDARD:** 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.

**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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS (1.OA.1) to ensure that students are able to add and subtract word problems within 20. Teachers will do this by implementing the following high-yield practices and strategies: Try-Discuss-Connect I Do, We Do, You Do One to One goal setting/reflection Based on the criterion for standard mastery, students will participate and complete the following types of tasks: Explain how many times to read a word problem, key words to help understand a word problem, process of adding and subtracting within 20, and recognizing important and unimportant information in a word problem. Progress will be monitored using Exit Slips, I-Ready Quiz/Assessment, and one on one goal setting meetings. They will also monitor their own progress and set goals by engaging in one-on-one meetings with the teacher.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS (1.OA.1), will participate in small group instruction for 30 minutes, 2 times a week. During small groups, teachers will implement these additional strategies: Modeling Focused Practice Review of mathematical vocabulary Students will complete tasks, like creating mathematical examples using modeling (ex: blocks), reviewing different strategies to solve word problems, and going over key words to look for when solving word problems. Progress will be measured by exit tickets, small group assignments, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

- In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share – partner shares other partner is thinking, sentence stems, manipulatives, games, drawing, equations, wait time/private think time, and vocabulary building.
- LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS the intake of comprehension and use of academic vocabulary in math. All will work on using vocabulary and problem-solving strategies. These groups will also give opportunities with alternative ways to demonstrate their understanding (ex. can they show, draw, point, act out, explain in their primary language, translate, or using concrete manipulatives).
- These groups will be held 2-4 times per week in 30-minute sessions. Students will self- assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down).

# 1st Grade ELA Goal

*Achieve a 15% pass rate for the selected standard by the end of the quarter.*

*By implementing a variety of supportive instructional practices (such as instructional talks, small groups, 1:1 check-ins and ongoing formative assessments), first grade students will read with sufficient accuracy and fluency to support comprehension, improving from 20% to 35% proficiency on RF.1.4 by the end of May.*

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

**STANDARD:** RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

**UNIT:** Phonics Unit 3 From Tip to Tail

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS RF.1.4 to ensure that students are able to read with sufficient accuracy and fluency to support comprehension. (list learning progression criterion for standard/rubric components for standard). Teachers will do this by implementing the following high-yield practices and strategies: • Turn and talk • Peer modeling • 1:1 checking Based on the criterion for standard mastery, students will participate and complete the following types of tasks: Read snap words, use learned phonics strategies to learn new words, track. Progress will be monitored using DRA progress monitoring, iReady diagnostic, and snap word recognition sheets. Students will work together as a class to create their goal for proficiency on each formative assessment. Formative assessments (progress monitoring) will be based on common formative assessments.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS RF.1.4, will participate in small group instruction for 30 minutes, 3 times a week. During small groups, teachers will implement these additional strategies: • Leveled reading practice • Snap word practice • Small group conferring Students will complete tasks, like shared reading of leveled books, using “make it a snap word” anchor chart. Progress will be measured by DRA levels, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

• In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share, sentence stems, graphic organizers, Inquiry chart (KWL), wait time, vocabulary, and pictures to support language base instruction. • LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS with Phonics and vocabulary acquisition. ELL will work with English language development standards contributing to WIDA testing. All groups will work with retelling, giving information, explain key details/events, input/output constructing language behaviors with oral/written language. • These groups (LRC, Title, LAP, ELL) will be held 2-5 times per week in 30-minute sessions. Students will self-assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down, or rubric assessment).

# 2nd Grade Math Goal

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

20 students (35%) will improve identifying place value of a given number to 1000 (CCSS 2.NBT.A.1). This is up from 16 students (13 %) meeting standard on Jan, 2023, to 20 students (48 %) meeting standard on April, 2023, as measured by CFA. We will do this by incorporating manipulatives, visual representations, modeling, scaffolding instruction, and partner work as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.

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

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

**UNIT:** Unit 3 Numbers Within 1,000: Place Value, Addition, and Subtraction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 2.NBT.A.1 to ensure that students are able to view ten 10s as forming a new unit called 100, learning the counting sequence from 100 to 1000, and comparing 3-digit numbers. Teachers will do this by implementing the following high-yield practices and strategies: • Manipulatives • Place value cards • Math talks Based on the criterion for standard mastery, students will participate and complete the following types of tasks: count on from a given number, practice place value from 1000, represent numbers in many ways. Progress will be monitored using lesson quizzes, exit tickets, and math discourse. They will also monitor their own progress and set goals by showing and explaining place value of a given number.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS 2.NBT.A.1, will participate in small group instruction for 15 minutes, 2 times a week. During small groups, teachers will implement these additional strategies: • Try, Discuss, Connect • Make a 10 • Visual representation Students will complete tasks, like represent a given number with place value manipulatives, model a number with visual place value pictures, and represent a number in 3 ways. Progress will be measured by exit tickets, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

• In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share – partner shares other partner is thinking, sentence stems, manipulatives, games, drawing, equations, wait time/private think time, and vocabulary building. • LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS the intake of comprehension and use of academic vocabulary in math. All will work on using vocabulary and problem-solving strategies. These groups will also give opportunities with alternative ways to demonstrate their understanding (ex. can they show, draw, point, act out, explain in their primary language, translate, or using concrete manipulatives). • These groups will be held 2-4 times per week in 30-minute sessions. Students will self- assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down).

# 2nd Grade ELA Goal

*Achieve a 27% pass rate for the selected standard by the end of the quarter.*

*Seven students (15%) will improve their ability to identify the main purpose of a text including what the author wants to answer, explain, or describe (CCSS RI.2.6). This is up from 7 students (15 %) meeting standard on Jan, 2023, to 14 students (27 %) meeting standard on April, 2023, as measured by CFA. We will do this by incorporating practice in identifying author's purpose as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.*

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

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

**UNIT:** Other Reading Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Step I: Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS RI.2.6 to ensure that students are able to tell how a text answers a question, persuades the reader, explains an idea or process, entertains the reader, and describes a place, individuals, or event. (list learning progression criterion for standard/rubric components for standard). Teachers will do this by implementing the following high-yield practices and strategies:

- Graphic organizers
- Think pair share
- Immediate feedback

Based on the criterion for standard mastery, students will participate and complete the following types of tasks: model identifying author purposes with examples, sort texts by author's purpose, scaffold practice identifying purpose, and identify advertising purpose. Progress will be monitored using weekly CFA, exit tickets. They will also monitor their own progress and set goals by stating author's purpose during independent reading texts.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS RI.2.6, will participate in small group instruction for 15 minutes, 2 times a week. During small groups, teachers will implement these additional strategies:

- Use leveled readers to practice identifying author's purpose
- Give immediate feedback
- Individual conferring

Students will complete tasks, like advanced organizers, exit tickets, and identifying author's purpose with leveled texts as a small group. Progress will be measured by CFAs feedback and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

- In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share, sentence stems, graphic organizers, Inquiry chart (KWL), wait time, vocabulary, and pictures to support language base instruction.
- LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS with Phonics and vocabulary acquisition. ELL will work with English language development standards contributing to WIDA testing. All groups will work with retelling, giving information, explain key details/events, input/output constructing language behaviors with oral/written language.
- These groups (LRC, Title, LAP, ELL) will be held 2-5 times per week in 30-minute sessions. Students will self- assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down, or rubric assessment).

# 3rd Grade Math Goal

*Achieve a 20% pass rate for the selected standard by the end of the quarter.*

*Learning Gap: On the mid-year Winter iReady Benchmark Diagnostic, only 25% of students accurately answered Third Grade level questions about fractions in measurement and data correctly. Goal: By implementing a variety of supportive instructional strategies such as number talks, rough draft/try it protocols, Habit of Mind/Habits of Interaction, Gradual release, visible thinking resources, think-pair-share, guided practices, and ongoing assessment, we will increase student achievement from 25% to 45%. Third graders will use strategies to solve word problems involving fractions within standard 3.NF.A.3 by solving 5-6/6 correct answers in assessments problems by the end of Unit 4.*

## **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

• Using core iReady Math instruction in Unit 4, third-grade teachers will teach all students the concepts of fractions. Students will understand how to break two-dimensional shapes and number lines/number bars into equal parts and how to identify of halves, thirds, and fourths on shapes, number lines, and rulers. Students will also get whole group lessons on understanding and finding equivalent fractions, as well as, comparing the sizes of fractions using the greater than, less than, and equal to symbols (3.NF.A.3). • These topics will be taught as full group lessons following the curriculum map provided by the district. The third-grade team will use formative assessment data from weekly sessions to guide whole group instruction and to move to small group action step two. Exit slips and a commonly agreed upon rubric will be utilized to check for understanding. • SMPs that are a focus are SMP 1: Make sense of problems and persevere in solving them, SMP 2: Reason abstractly and quantitatively, SMP 3: Construct viable arguments and critique the reasoning of others, SMP 4: Model with mathematics, SMP5: Use appropriate tools strategically, SMP 8: Look for and express regularity in repeated reasoning.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

• In addition to Action Step 1, the third-grade team will utilize charts, manipulatives, and/or fraction strategies 2 times a week for 15 minutes in small groups. These small groups settings will help students achieve an abstract understanding of fractions, their equivalent fractions, and how to compare sizes of fractions using the numerator and denominator. Third-grade teams will use ongoing assessment data to guide instruction through repeated reasoning as we look at student work during Wednesday PLCs. • SMPs that are a focus are SMP 1: Make sense of problems and persevere in solving them, SMP 2: Reason abstractly and quantitatively, SMP 3: Construct viable arguments and critique the reasoning of others, SMP 4: Model with mathematics, SMP5: Use appropriate tools strategically, SMP 8: Look for and express regularity in repeated reasoning.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

• In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share – partner shares other partner is thinking, sentence stems, manipulatives, games, drawing, equations, wait time/private think time, and vocabulary building. • LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS the intake of comprehension and use of academic vocabulary in math. All will work on using vocabulary and problem-solving strategies. These groups will also give opportunities with alternative ways to demonstrate their understanding (ex. can they show, draw, point, act out, explain in their primary language, translate, or using concrete manipulatives). • These groups will be held 2-4 times per week in 30-minute sessions. Students will self-assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down).

# 3rd Grade ELA Goal

*Achieve a 20% pass rate for the selected standard by the end of the quarter.*

*Learning Gaps: On the mid-year Winter iReady Benchmark Diagnostic, only 25% of students accurately answered Third Grade level questions about informational texts correctly. Goal: We will increase student standard achievement from 25% to 45% in 3rd grade by implementing a variety of supportive high yield literacy strategies such as Shared Reading, Read Aloud, Interactive Read Aloud Strategies, Think Aloud, Whole Group Graphic Organizers, Close Reading Experiences (Schoolwide Mentor Text), Phonics/High Frequency Words, visual representations, guided practices, ongoing assessments and working with students on setting personal goals and providing continuous feedback. Students will be able to identify common and different topics, main ideas, key details, author's purpose, author's opinion, and text connections (Self, Text, World).*

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

**STANDARD:** RI.3.9 Compare and contrast the most important points and key details presented in 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

- Using Schoolwide texts and iReady Teacher Toolbox lessons, third grade teachers will teach all students how to compare the most important points and key details presented in two texts on the same topic. Students will be able to use a Venn diagram or a T-chart graphic organizer to look for similarities and differences and will interact with these graphic organizers to build familiarity and a continuous standard practice. Students will compare the articles to find commonality in topics, main idea, key details, author's purpose, author's opinion, and text connections (self, text, world) on non-fiction texts (RI3.9). • These topics will be taught as full group lessons following the curriculum map provided by the district. The third-grade team will use formative assessment data from weekly sessions to guide whole group instruction and to move to small group action step two. Exit slips and a commonly agreed upon rubric will be utilized to check for understanding. • High Yield Strategies: Read Aloud/Book Studies, Shared Reading Think Aloud, Close Reading Strategies (highlighting, underlining, circling information), Guided Reading Small Groups, Peer Partnerships (tutoring, feedback, and deliberate practice), Conferring with Teacher for Realtime Feedback, Student Goal Setting, Time Management, Interactive Reading for Self-Monitoring, and Assessment Tracking, Rubrics and Checklists

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

- In addition to Action Step 1, the third-grade teachers will utilize articles and sentences that students will have to sort into groups to compare two texts 2 times a week for 15 minutes. Additional work to cultivate student engagement with reading, writing, speaking, and listening to texts. This will tap into student's prior knowledge (schema), background, interests, and opinions. By building the schema, we can equitably direct instruction to serve each student in a way that personally connects to them as we find ways to compare their thoughts and opinions to a nonfiction text in a small group. • High Yield Strategies: Read Aloud/Book Studies, Shared Reading Think Aloud, Close Reading Strategies (highlighting, underlining, circling information), Guided Reading Small Groups, Peer Partnerships (tutoring, feedback, and deliberate practice), Conferring with Teacher for Realtime Feedback, Student Goal Setting, Time Management, Interactive Reading for Self-Monitoring, and Assessment Tracking, Rubrics and Checklists

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

- In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share, sentence stems, graphic organizers, Inquiry chart (KWL), wait time, vocabulary, and pictures to support language base instruction. • LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS with Phonics and vocabulary acquisition. ELL will work with English language development standards contributing to WIDA testing. All groups will work with retelling, giving information, explain key details/events, input/output constructing language behaviors with oral/written language. • These groups (LRC, Title, LAP, ELL) will be held 2-5 times per week in 30-minute sessions. Students will self-assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down, or rubric assessment).

# 4th Grade Math Goal

*Achieve a 52% pass rate for the selected standard by the end of the quarter.*

28 students (42%) will improve numbers and operations in fractions (CCSS 4.NF.B3) This is up from 19 students (27 %) meeting standard in January, 2023, to 28 students (42 %) meeting standard on, Feb, 2023, as measured by iReady test scores and formative assessments We will do this by incorporating think pair share, small group interventions, and one on one conferring with feedback, as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.

## Curriculum: the standards and units we are targeting

**STANDARD:** 4.NF.B.3 Understand a fraction  $\frac{a}{b}$  with  $a > 1$  as a sum of fractions  $\frac{1}{b}$ .

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

## Steps: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 4.NF.B3 to ensure that students are able to create and analyze equivalent fractions visually and conceptually. Teachers will do this by implementing the following high-yield practices and strategies: • Think – Pair - Share • One on One conferring with Feedback • Small group intervention Based on the criterion for standard mastery, students will participate and complete the following types of tasks: create equivalent fractions using numbers and visuals, add and subtract fractions, identify fractions greater than one. Progress will be monitored using iReady exit tickets and common fraction formative assessments as a grade level. They will also monitor their own progress and set goals by one-on-one conferring, self-assessment on worksheets, and data tracking as a grade level.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS 4.NF.B3 will participate in small group instruction for 30 minutes, two times a week. During small groups, teachers will implement these additional strategies: • Tiered intervention • Tailored scaffolding • Manipulatives and other differentiation strategies Students will complete tasks, like breaking down word problems with formulaic procedures, and working with a partner to represent problems as a couple. Progress will be measured by data tracking based on work completed in the group consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

• In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share – partner shares other partner is thinking, sentence stems, manipulatives, games, drawing, equations, wait time/private think time, and vocabulary building. • LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS the intake of comprehension and use of academic vocabulary in math. All will work on using vocabulary and problem-solving strategies. These groups will also give opportunities with alternative ways to demonstrate their understanding (ex. can they show, draw, point, act out, explain in their primary language, translate, or using concrete manipulatives). • These groups will be held 2-4 times per week in 30-minute sessions. Students will self- assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down).



# 4th Grade ELA Goal

*Achieve a 43% pass rate for the selected standard by the end of the quarter.*

23 students 34% will improve 15% (CCSS RI.4.9). This is up from 19 students (28%) meeting standard on January 2023, to 30 students (44 %) meeting standard on May 2023, as measured by Spring iReady Diagnostic. We will do this by incorporating think, pair, share, small group intervention as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.

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

**STANDARD:** RI.4.9 Integrate information from two 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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS RI.4.9 to ensure that students are able to integrate information from two or more texts from the same topic to write or speak about the subject knowledgeably. (list learning progression criterion for standard/rubric components for standard). Teachers will do this by implementing the following high-yield practices and strategies: • Think pair share • 1 on 1 conferring with feedback • Small group intervention Based on the criterion for standard mastery, students will participate and complete the following types of tasks: interpret information and explain how the information contributes to an understanding of the text in which it appears. Explain how authors use reasons and evidence to support particular points in a text and determine or clarify the meaning of unknown and multiple meaning words based on grade level words. Progress will be monitored using grade level rubrics, iReady ISM. They will also monitor their own progress and set goals through self-assessment of reading and writing tasks for conventions and comprehension.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS RI.4.9, will participate in small group instruction for 30 minutes, 2 times a week. During small groups, teachers will implement these additional strategies: • Tiered intervention • Tailored scaffolding of grade level texts • Graphic organizers Students will complete tasks, like reading passages with multi-syllabic words, determining the meaning and assessing over all comprehension. Students will also work on summarizing information from multiple texts to determine the overall theme or main idea. Progress will be measured by CFA, other standard based assessment and ISM, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

• In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share, sentence stems, graphic organizers, Inquiry chart (KWL), wait time, vocabulary, and pictures to support language base instruction. • LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS with Phonics and vocabulary acquisition. ELL will work with English language development standards contributing to WIDA testing. All groups will work with retelling, giving information, explain key details/events, input/output constructing language behaviors with oral/written language. • These groups (LRC, Title, LAP, ELL) will be held 2-5 times per week in 30-minute sessions. Students will self- assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down, or rubric assessment).

# 5th Grade Math Goal

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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 4.NF.B.3 to ensure that students are able to add, subtract, multiply, and divide decimals to hundredths, 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. Teachers will do this by implementing the following high-yield practices and strategies: • Think – Pair - Share • One on One conferring with Feedback • Small group intervention Based on the criterion for standard mastery, students will participate and complete the following types of tasks: estimate products of decimals, including identifying whether the product is greater than or less than one of its factors; multiply decimals to hundredths, with products to thousandths; and explain reasoning used to multiply decimals. Progress will be monitored using exit tickets, quizzes and unit assessments as a grade level. They will also monitor their own progress and set goals by one-on-one conferring, self-assessment on worksheets, and data tracking as a grade level. In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS 4.NF.B.3 will participate in small group instruction for 30 minutes, two times a week. During small groups, teachers will implement these additional strategies: • Tiered intervention • Tailor

## Curriculum: the standards and units we are targeting

**STANDARD:** 5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

**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 work in a whole group setting on 5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. To ensure equitable practices within the classroom, students will be able to learn and work on different strategies to model mathematical practices through, drawing pictures, using manipulatives and counting on. Students will build relationships by comparing and connecting different student strategies using the rough draft math thinking and turn and talk. The rough draft math thinking will increase the DOK and student engagement as they compare and contrast their strategies to others. Students will work together as a class to create their goal for proficiency on each formative assessment. Formative assessments (progress monitoring) will be based on the unit quizzes. Students will take a pre-assessment, unit quizzes after lessons and a post assessment.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Twice a week for 15 minutes, students will meet in a math small group to work on 5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Students in the small group will work on reviewing the tier one strategies and try new strategies with their group. They will work with different manipulatives, math building blocks, number bonds, and physical strategies for counting on. Students will use peer talk in the small group setting. These students will be monitored with formative assessments such as group exit tickets at the end of each group. Students will reflect on their work in a conference and decide what they want to focus on in their next group meeting.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

• In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share – partner shares other partner is thinking, sentence stems, manipulatives, games, drawing, equations, wait time/private think time, and vocabulary building. • LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS the intake of comprehension and use of academic vocabulary in math. All will work on using vocabulary and problem-solving strategies. These groups will also give opportunities with alternative ways to demonstrate their understanding (ex. can they show, draw, point, act out, explain in their primary language, translate, or using concrete manipulatives). • These groups will be held 2-4 times per week in 30-minute sessions. Students will self-assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down).

# 5th Grade ELA Goal

*Achieve a 15% pass rate for the selected standard by the end of the quarter.*

*There are 11% of 5th-grade students meeting the standard of analyzing multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) By May 5, 2023, the percent of students meeting the standard will increase to 15% as measured by "Meeting" on the TPS single point rubric for RI.5.6. One way we will accomplish this is through implementing a variety of strategies that build an inclusive and equitable culture that represents a wide variety of learners.*

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

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

**UNIT:** Other Reading Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing a variety of supportive instructional practices, such as Think-Pair-Share, Summarizing & Notetaking, and Identifying Similarities & Differences with Literary text, fifth graders will build their understanding in (RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.) To ensure students become proficient in the standard, students will use graphic organizers, quick writes, compare & contrast organizers and QAR (Questions/Answer/Relationship) strategies. Students need to read a text and identify who the narrator of the text is, and how the point of view of which the story is being told, influences the events chosen and how that contributes to the authors writing. Students will need to use evidence from the text to support their thinking and clearly explain their understanding through the RACE format. Additionally, students will monitor their progress by sharing their work with partners and receiving feedback from their peers and their teacher. Feedback will be given during 1 on 1 conferring and in writing on work they have completed. Students will get targeted instruction at their level through small group work with peers, leveled text, and teacher interactions. Students will use strategies listed above to demonstrate their understanding with a variety of texts and peer interactions.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, that require support CCSS RI. 5.6, will participate in small group instruction for 20 minutes, 2-4 times a week. During small groups, teachers will implement these additional strategies: • Guided Reading with graphic organizers • Close Reading with note-taking • Collaborative Peer Partner Groups with shared texts Students will complete tasks, like guided reading, close reading, and collaborative peer partner groups after teacher-led instruction. Progress will be measured by self-reflection exit tickets, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SPED services will participate in small group instruction for 20 minutes 2-4 times per week, receiving instructional intervention on CCSS RI.5.6. The support teacher will implement the following practices and/or strategies: • Scaffolded Guided Reading • Scaffolded Shared Texts Students will complete tasks, like guided reading and shared texts with the support and guidance of SPED teachers. Progress will be measured by assessments, and consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# Kindergarten Math Goal

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

*By implementing manipulatives/concrete models, we will increase from (39%) to (60%) in Kindergarten, in the area of priority standard K.OA.A.2 - adding and subtracting within 10 in unit 4, specifically lessons 21 - 25. This will be achieved through classroom group work including the try, discuss, connect model as well as visual models, and the discussion of appropriate strategies.*

## **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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS K.OA.A.2 to ensure that students are able to add and subtract within 10. Teachers will do this by implementing the following high-yield practices and strategies: • manipulatives • consistent, targeted feedback • classroom discussion Based on the criterion for standard mastery, students will participate and complete the following types of tasks: iReady, TDC, Ready math. Progress will be monitored using the Unit 4 Assessment, Form A. They will also monitor their own progress and set goals by completing their pathway and assigned lessons in iReady and checking their progress.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS K.OA.A.2, will participate in small group instruction for 10 minutes, 3 times a week. During small groups, teachers will implement these additional strategies: • manipulatives • visual representations • modeling Students will complete tasks, like TDC, iReady, and small group activities. Progress will be measured by observations, daily conferring, and collection of work samples, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving ELL and SPED services will participate in small group instruction for 30 minutes 4 times per week, receiving instructional intervention on CCSS K.OA.A.2. The support teacher will implement the following practices and/or strategies: manipulatives, visual representations and conferring with students. Students will complete tasks, like games and instruction focused on math foundations. Progress will be measured by observations, 1 on 1 conferring, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

# Kindergarten ELA Goal

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

*By implementing consistent, targeted, feedback, student goal setting, and one on one and small leveled reading groups, we will increase students in RF.K.4 from 15% to 60%, using manipulatives such as sentence builders, magnetic letters, sight word flash cards, word cards, sight word readers. We want them to be at or above DRA level 3 or above.*

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

**STANDARD:** RF.K.4 Read emergent-reader texts with purpose and understanding.

**UNIT:** Phonics Unit 4 Vowel Power

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS RF.K.4: read emergent – reader texts with purpose and understanding to ensure that students are able to read DRA books level 3 or above. Teachers will do this by implementing the following high-yield practices and strategies: •ability groups •graphic organizers •questions and clues Based on the criterion for standard mastery, students will participate and complete the following types of tasks: Progress will be monitored using DRA assessment (name general or specific FAs and CFAs). They will also monitor their own progress and set goals by teaching the DRA level system of levels, individual student friendly progress monitoring sheets(name student self-assessments).

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS RF.4, will participate in small group instruction for 10 minutes, 2 times a week. During small groups, teachers will implement these additional strategies: • Finger reading • Whisper read, My turn, your turn, partner reading • I, we, me, reading Students will complete tasks, like reading leveled readers, reviewing sight word cards/point to words in context, comprehension - retell story. Progress will be measured by DRA assessments, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

• In conjunction to learning provided for all students and groups of students in the classroom, specialists will work with identified students needing additional support. Groups will have implementation of strategies, such as Think-Pair-Share, sentence stems, graphic organizers, Inquiry chart (KWL), wait time, vocabulary, and pictures to support language base instruction. • LRC/ELL will use Foundational skills (SDI) which supports development around the CCSS with Phonics and vocabulary acquisition. ELL will work with English language development standards contributing to WIDA testing. All groups will work with retelling, giving information, explain key details/events, input/output constructing language behaviors with oral/written language. • These groups (LRC, Title, LAP, ELL) will be held 2-5 times per week in 30-minute sessions. Students will self- assess during each session with their instructors and sharing their progress. Students will also do quick self-assessments in learning sessions (thumbs up, thumbs down, or rubric assessment).

# SEL Goal

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

*By implementing classroom meetings that incorporate elements of community circle meetings, integrated SEL learning with an emphasis on student voice and student to student discourse, learning protocols involving group and team-work and student-centered discussion (turn and talk, think-pair-share), and SMP's (ex. CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.), 80% of students will report an increase in their feelings of well-being in developing positive interpersonal and relationship skills compared to the beginning of the year benchmark of 70%. We will accomplish this by May 12, 2023.*

## ☰ Steps: how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

By implementing classroom meetings incorporating elements of community circle meetings, integrated SEL learning with an emphasis on increased student voice and student to student discourse, learning protocols involving group and team work and student centered discussion (turn and talk, think-pair-share), and SMP's (ex. CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.), the students at Arlington will increase in their capacity for developing positive interpersonal inclusion and social awareness by exhibiting increased understanding of other perspectives, conflict resolution, defending viewpoints constructively and peacefully to maintain positive relationships with peers and adults. Staff will gain increased understanding of restorative practices, ways to integrate SEL into academic lessons, and increased interpersonal skills among all members of the school community.

### STRENGTHENING ADULT SEL CAPACITY

The staff will participate in professional development on equity and cultural responsiveness and explore our own perspectives and viewpoints in Equity Series questions to expand adult capacity for Equity work. We will also explore and adopt restorative practices and conflict resolution strategies, as well as learning more about infusing SEL into all areas of learning. We will model and practice restorative community meetings and expand our knowledge of Restorative practices through staff leadership. We will explore Restorative conflict resolution and model student and adult interview discussion sessions to promote and expand student and adult voice in our school and classrooms. This feedback and perspective gathering will help to make Arlington more relevant, engaging and inclusive for all community stakeholders.

# Behavior Goal

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

*Violence without major injury: By providing staff with conflict resolution strategies from restorative practices and the increased use of restorative conferences involving student to student and student to staff resolution, students will learn healthy strategies for resolving conflict that repairs harm and maintains bonds between all stakeholders. Bullying: By providing students with knowledge on how to identify bullying behaviors and strategies to stop bullying, students will learn how to deal with bullying in their daily lives. Disruptive Conduct: By providing staff with additional training on ACE's and Culturally Responsive Teaching, staff will gain an improved understanding of how students' personal lives effect their behavior in school. Through culturally responsive teaching, students will find instruction and learning that is tied to their unique life situations and interests and further engage them into the classroom and school. Staff will also implement classroom community circle meetings based on restorative practices that build, repair and maintain relationships and community. We will achieve at least a 97% non-exclusionary discipline rate for our 400 students by May 15, 2023.*

## Root Cause Analysis

The Culturally Responsive strategies which we will focus on are; Provide opportunities for student discourse; Hold open discussions - enabling students to talk about issues meaningful to them; Build your classroom community by having students regularly learn and process in small. collaborative groups.

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Currently for the 2022-2023 School Year, Arlington has experienced one Short Term Suspension for violence without major injury. The student was in the 3rd through 5th grade range. Currently .2% of our 402 enrolled students have experienced a Short-Term Suspension lasting 2 days. The top disciplinary behaviors are violence without major injury, disruptive conduct and bullying behaviors. Using trend data, student groups that have had the most disciplinary action: Hispanic, White, Other/Multiracial.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Each classroom will hold community talking circles to engage students in a community that builds trust and strong bonds. These community talking circles will develop into forums to discuss classroom topics, help resolve conflicts and maintain and repair the community as needed as well as expose students to different backgrounds and perspectives. Through SEL we will focus on Anti-bullying education using GAT curriculum and Counselor lessons with target groups. Each classroom will establish a cool down area and also a Buddy Teacher room to provide students with an established way to regulate and return to class in a timely and positive way.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Staff will be trained or be reacquainted with Zones of Regulation to implement in class for students. As a staff we will focus on positive discipline supports and strategies for students that will build students' self-esteem and empower them to make choices that have more positive outcomes in their interactions. We will also focus on increased student voice, so students feel comfortable expressing their feelings and needs.

