

## Roosevelt Elementary School

# Continuous Achievement Process & Plan

### 2023 Quarter 2

*Roosevelt is an innovative school on the Eastside of Tacoma. Roosevelt partners with the Technology Access Foundation (TAF) to provide multiple opportunities for our students to engage in their learning through Project Based Learning and STEM (Science, Technology, Engineering and Math). Class sizes are small which allows our amazing teaching staff to develop strong relationships with our families and our families.*

#### Our Vision

☑ Teaching Ready Math with fidelity ☑ Café Model to support differentiated groups ☑ Teaching Next Gen Science with fidelity ☑ TAF implementation ☑ Use of student data to plan and lead instruction as well as Priority standards ☑ All students moving 1.5+ as measured by Iready Reading and Math. ☑ Co Teaching and Collaboration with K-3 Collaborative teachers, Instructional Coach and TAF Coach. ☑ Social Emotional Meetings daily

#### Our Mission

We embrace the cultural identities of our Roosevelt community in a safe, authentic, and positive environment. We empower our students to gain knowledge and skills facilitating the development of creativity, critical thinking, and problem-solving strategies. At Roosevelt we are dedicated to the belief that every individual will reach their greatest potential.

# 1st Grade Math Goal

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

*9 students (27%) will improve in number sense, addition & subtraction strategies, and interpretation of word problems (CCSS 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.). This is up from 4 students (12 %) meeting standard on February 17, 2023, to 9 students (27 %) meeting standard on May 31, 2023, as measured by Ready Math Unit 2 Assessment Form A. We will do this by incorporating best practices 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:** 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

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

## Steps: how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 1.OA.C.6 Add and subtract within 20 to ensure that students are able to increase calculation accuracy using word problems and equations. Teachers will do this by implementing the following high-yield practices and strategies: - modeling and demonstrating strategies - utilize the Try It, Discuss It, Model It protocol - create and use math strategy and vocabulary anchor charts Based on the criterion for standard mastery, students will participate and complete the following types of tasks: use manipulatives, identify clue words in word problems, create equations to match word problem language. Progress will be monitored using exit tickets and lesson quizzes. They will also monitor their own progress and set goals by referring to the Ready Math Unit 2 Self Check checklist.

### 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.C.6 Add and subtract within 20, will participate in small group instruction for 15 minutes, 2 times a week. During small groups, teachers will implement these additional strategies: - model analyzing word problems - demonstrate making connections between strategies - confer 1:1 students will complete tasks, like playing number sense games, creating real-word math problems. Progress will be measured by 1:1 conferring, 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 \_\_\_\_\_ (Title/LAP/EL/SPED) services will participate in small group instruction for \_\_\_\_ minutes \_\_\_\_ times per week, receiving instructional intervention on CCSS \_\_\_\_\_. The support teacher will implement the following practices and/or strategies: - - - Students will complete tasks, like \_\_\_\_\_. Progress will be measured by \_\_\_\_\_, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

# 1st Grade ELA Goal

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

*10 students (30 %) will improve writing facts about an informational topic, including naming the topic, writing facts, using labels, and using grade appropriate conventions. (CCSS W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure). This is up from 0 students (0 %) meeting standard on February 17, 2023, to 10 students (30%) meeting standard on May 31, 2023, as measured by the Lucy Calkins Rubric for Information Writing. We will do this by incorporating best practices 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:** W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**UNIT:** Other Writing 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 W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure to ensure that students are able to write facts about an informational topic, including naming the topic, writing facts, using labels, and using grade appropriate conventions. Teachers will do this by implementing the following high-yield practices and strategies: -whole group modeling of rubric criteria -feedback, 1:1 conferring with Lucy Calkins student Information Writing Checklist -use culturally relevant texts Based on the criterion for standard mastery, students will participate and complete the following types of tasks: use graphic organizers to organize writing topic facts, practice conventions, and incorporate text features. Progress will be monitored using a writing portfolio, and 1:1 conferring. They will also monitor their own progress and set goals by using the Information Writing Checklist .

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure, will participate in small group instruction for 10 minutes, 5 times a week. During small groups, teachers will implement these additional strategies: -GLAD sentence pattern chart practice -predictable print practice -additional practice with leveled text students will complete tasks, like write in journals, find text features in informational books, and practice conventions. Progress will be measured by exit tasks, conferring notes and using the Lucy Calkins Information Writing Checklist, 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 Title/LAP services will participate in small group instruction for at least 15 minutes 5 times per week, receiving instructional intervention on CCSS \_\_\_\_\_. The support teacher will implement the following practices and or strategies: · Explicit instruction in phonemic awareness activities. · Study letter-sound associations. · Decoding strategies to pronounce and spell unknown words. · Practice systematic spelling instruction and sight word fluency. · Convey expression and accuracy during reading practice. Students will complete tasks like practicing letter sound relationships using nonsense words and common English configurations (CVC, CVCC, CCVC, CVCe, and CVVC). Students will decode words using the strategy, "Say the sounds for each grapheme, blend sounds together, then say the whole word". They will also practice spelling dictation to strengthen the reciprocal relationship between decoding and encoding. Progress will be measured using the Acadience assessments and or Phonics for Reading summative tests, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 2nd Grade Math Goal

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

*5 students (20%) will improve 2.NBT.A.1. This is up from 1 students (4 %) meeting standard on February 17, 2023, to 5 students (20 %) meeting standard on May, 2023, as measured by the ready Math Unit 3 assessment. We will do this by incorporating best Math practices 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 understand 3-digit numbers, read and write 3-digit numbers, compare and add and subtract 3-digit numbers. Teachers will do this by implementing the following high-yield practices and strategies: - try-discuss-connect model in ready Math -use manipulatives when solving problems -use Math games to promote fluency Based on the criterion for standard mastery, students will participate and complete the following types of tasks: quick entry/fluency tasks, participate in Math talks, work through daily lesson and i-ready teacher assigned lessons. Progress will be monitored using i-ready comprehension checks, lesson quizzes, exit tickets, lesson work and the end of unit assessment. They will also monitor their own progress and set goals by conferring with teachers and peers, engaging with regular whole class discussions and Math talks and having students practice and share specific skills with their peers.

### 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 15-25 minutes, 3-5 times a week. During small groups, teachers will implement these additional strategies: -fluency, practice and skills -focused skill specific mini lessons (related to current lessons or foundations) -Math games with peers -1:1 conferring with teacher students will complete tasks, like participating in small group lessons, sharing and practicing strategies, completing individual differentiated assignments, practicing fluency using manipulatives and games. Progress will be measured by common formative assessments, 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 SPED services will participate in small group instruction for \_30\_ minutes \_\_5\_\_ times per week, receiving instructional intervention on CCSS NBT.A.1. The support teacher will implement the following practices and/or strategies: • 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: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones) • I-ready prerequisite lessons, reteaching using tools for instruction, reinforce math center activities and enrichment activities using visual and tactile hands on learning. Students will complete tasks, like multisensory hands-on learning activities, such as base ten learning blocks, place value flip charts, place value cards, and digital learning opportunities such as Boomcards. Progress will be measured by IEP progress monitoring, formative assessments, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

# 2nd Grade ELA Goal

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

*5 students (20%) will improve in W.2.2. This is up from 0 students (0 %) meeting standard on February 16, 2023, to 5 students (20 %) meeting standard on May, 2023, as measured by Lucy Calkins On-Demand writing rubric. We will do this by incorporating best practices for teaching literacy 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:** W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**UNIT:** Schoolwide Writing Nonfiction Author Study

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS W.2.2 to ensure that students are able to students are able to Choose an interesting topic for writing. · Provide an appropriate title for drawing or writing · Draw, dictate, or write information about the topic · Select important information to include Teachers will do this by implementing the following high-yield practices and strategies: · Student discourse, following discussion protocols, through use of culturally relevant mentor texts. · Student goal setting and monitoring throughout the unit. · Engage in multiple writing opportunities to provide exposure to the writing process. · 1:1 student conferring with feedback. Based on the criterion for standard mastery, students will participate and complete the following types of tasks: complete daily quick writes, use a graphic organizer to organize information on a topic, provide peer feedback and self-assessment using the appropriate type of rubric. Progress will be monitored using I-Ready standards mastery, comprehension quick writes, Lucy Calkins Writing On-Demand narrative. They will also monitor their own progress and set goals by conferring with teacher and peers, using a common rubric, engaging in regular whole class discussion around the writing process, and having students practice and share specific skills.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS W.2.2, will participate in small group instruction for 15-25 minutes, 3-5 times a week. During small groups, teachers will implement these additional strategies: Use of sentence and language frames Focused mini lessons on phonics, conventions, and the writing process Additional writing opportunities with supporting mentor texts 1:1 conferring with teacher Students will complete tasks, like reading and writing about a topic, practicing editing and using conventions/grammar, lessons to support phonological awareness and phonics. Progress will be measured by common formative assessments, 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 Title/LAP services will participate in small group instruction for at least 15 minutes 5 times per week, receiving instructional intervention on CCSS W.2.2. The support teacher will implement the following practices and or strategies: · Explicit instruction in phonemic awareness activities. · Study letter-sound associations. · Decoding strategies to pronounce and spell unknown words. · Practice systematic spelling instruction and sight word fluency. · Convey expression and accuracy during reading practice. Students will complete tasks like practicing letter sound relationships using nonsense words and common English configurations (CVC, CVCC, CCVC, CVCe, and CVVC). Students will decode words using the strategy, "Say the sounds for each grapheme, blend sounds together, then say the whole word". They will also practice spelling dictation to strengthen the reciprocal relationship between decoding and encoding. Progress will be measured using the Acadience assessments and or Phonics for Reading summative tests, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 3rd Grade Math Goal

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

*7 students (20%) will improve fluently multiplying and dividing within 100 (CCSS 3.OA.C.7). This is up from 0 students (0 %) meeting standard on February 17th, 2023, to 7 students (20 %) meeting standard on May 2023, as measured by Ready Math Unit 2 end of unit assessment. We will do this by incorporating best math practices 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:** 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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 3.OA.C.7 to ensure that students are able to understand the meaning of multiplication, multiply by various factors, use order and grouping to multiply, use place value to multiply, understand the meaning of division, and understand how multiplication and division are connected. Teachers will do this by implementing the following high-yield practices and strategies: - try-discuss-connect model in ready Math -use manipulatives when solving problems -use Math games to promote fluency Based on the criterion for standard mastery, students will participate and complete the following types of tasks: quick entry/fluency tasks, participate in Math talks, work through daily lesson and i-ready teacher assigned lessons. Progress will be monitored using i-ready comprehension checks, lesson quizzes, exit tickets, lesson work and the end of unit assessment. They will also monitor their own progress and set goals by conferring with teachers and peers, engaging with regular whole class discussions and Math talks and having students practice and share specific skills with their peers.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS 3.OA.C.7, will participate in small group instruction for 15-25 minutes, 3-5 times a week. During small groups, teachers will implement these additional strategies: -fluency, practice and skills -focused skill specific mini lessons (related to current lessons or foundations) -Math games with peers -1:1 conferring with teacher students will complete tasks, like participating in small group lessons, sharing and practicing strategies, completing individual differentiated assignments, practicing fluency using manipulatives and games. Progress will be measured by common formative assessments, 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 SPED services will participate in small group instruction for 30 minutes 5 times per week, receiving instructional intervention on CCSS 3.OA.C.7. The support teacher will implement the following practices and/or strategies: • Relationships between multiplication and division: knowing  $8 \times 5 = 40$  one knows  $40 \div 5 = 8$  and properties of operations. Focus on division and division word problems in particular • I-ready prerequisite lessons, reteaching using tools for instruction, reinforce math center activities and enrichment activities using visual and tactile hands on learning. Students will complete tasks, like multisensory hands-on learning activities, such as base ten learning blocks, navigating a multiplication chart, sorting groups, and digital learning opportunities such as Boomcards, i-ready digital tools. Progress will be measured by IEP progress monitoring, formative assessments, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

# 3rd Grade ELA Goal

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

*7 students (20%) will reach grade-level on writing informative/explanatory texts to examine a topic and convey ideas and information clearly (CCSS W.3.2), by May 5th, 2023, as measured by Lucy Calkins Writing Units of Study Informational OnDemand. This is up from 0 students (0 %) meeting standard on February 15th, 2023. We will do this by incorporating best practices for teaching writing, which includes using the workshop model, 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:** W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**UNIT:** Schoolwide Writing Nonfiction

## **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 W.3.2 to ensure that students are able to students are able to Choose an interesting topic for writing. · Provide an appropriate title for drawing or writing · Draw, dictate, or write information about the topic · Select important information to include Teachers will do this by implementing the following high-yield practices and strategies: - Student discourse, following discussion protocols, through use of culturally relevant mentor texts. -Student goal setting and monitoring throughout the unit. -Engage in multiple writing opportunities to provide exposure to the writing process. -1:1 student conferring with feedback. Based on the criterion for standard mastery, students will participate and complete the following types of tasks: complete daily quick writes, use a graphic organizer to organize information on a topic, provide peer feedback and self-assessment using the appropriate type of rubric. Progress will be monitored using I-Ready standards mastery, comprehension quick writes, Lucy Calkins Writing On-Demand narrative. They will also monitor their own progress and set goals by conferring with teacher and peers, using a common rubric, engaging in regular whole class discussion around the writing process, and having students practice and share specific skills.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS W.3.2, will participate in small group instruction for 15-25 minutes, 3-5 times a week. During small groups, teachers will implement these additional strategies: Use of sentence and language frames Focused mini lessons on phonics, conventions, and the writing process Additional writing opportunities with supporting mentor texts 1:1 conferring with teacher Students will complete tasks, like reading and writing about a topic, practicing editing and using conventions/grammar, lessons to support phonological awareness and phonics. Progress will be measured by common formative assessments, 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 Title/LAP services will participate in small group instruction for at least 15 minutes 5 times per week, receiving instructional intervention on CCSS W.3.2. The support teacher will implement the following practices and or strategies: · Explicit instruction in phonemic awareness activities. · Study letter-sound associations. · Decoding strategies to pronounce and spell unknown words. · Practice systematic spelling instruction and sight word fluency. · Convey expression and accuracy during reading practice. Students will complete tasks like practicing letter sound relationships using nonsense words and common English configurations (CVC, CVCC, CCVC, CVCe, and CVVC). Students will decode words using the strategy, "Say the sounds for each grapheme, blend sounds together, then say the whole word". They will also practice spelling dictation to strengthen the reciprocal relationship between decoding and encoding. Progress will be measured using the Acadience assessments and or Phonics for Reading summative tests, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 4th Grade Math Goal

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

*8 students (21%) will improve comparing and ordering fractions (CCSS N.F.A.2). This is up from 0 students (0%) meeting standard on 2/13/2023, to 8 students (21%) meeting standard on 5/15, 2023, as measured by IAB focused N.F.A.2. We will do this by incorporating best practices for teaching math, 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.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

**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 N.F.A.2 to ensure that students are able to compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model. Teachers will do this by implementing the following high-yield practices and strategies: - incorporate Try discuss connect routine -use of manipulatives -student discourse Based on the criterion for standard mastery, students will participate and complete the following types of tasks: compare and order fractions using models, manipulatives and digital tools. Progress will be monitored using iready assessments, IAB. They will also monitor their own progress and set goals by reflecting on pre assessments and using iready self reflection tool.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS N.F.A.2, will participate in small group instruction for 15 minutes, 2 times a week. During small groups, teachers will implement these additional strategies: -use of teacher tools in iready - increased practice with manipulatives -student discourse with focus on previous days lessons students will complete tasks, like sorting equivalent fraction tiles, using online tools to order on a line plot. Progress will be measured by IAB and iready assessments, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

CAP-Action Step 3 Frame: 4th grade In addition to core instruction, students receiving SPED services will participate in small group instruction for 30 minutes 5 times per week, receiving instructional intervention on CCSS N.F.A.2. The support teacher will implement the following practices and/or strategies: · Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Answer comparisons with symbols  $>$ ,  $=$ , or  $<$  · Iready prerequisite lessons, reteaching using tools for instruction, reinforce math center activities and enrichment activities using visual and tactile hands-on learning. Students will complete tasks, like multisensory hands-on learning activities, such as fraction bars, fraction circles, navigating a multiplication chart to find common denominators, digital learning opportunities such as Boomcards, iready digital tools. Progress will be measured by IEP progress monitoring, formative assessments, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.



# 4th Grade ELA Goal

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

*8 students (20%) will improve informational writing (CCSS W.2). This is up from 1 student (0.39%) meeting standard on 2/13, 2023, to 8 students (20%) meeting standard on 5/1, 2023, as measured by Lucy Caulkins on demand writing prompt and accompanying rubric. We will do this by incorporating best practices for teaching Nonfiction writing 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:** 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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS W.2, to ensure that students are able to use research and evidence to write an informational report. Teachers will do this by implementing the following high-yield practices and strategies: - student discourse, following discussion protocols - culturally relevant mentor texts - student goal setting and monitoring throughout the unit - Multiple writing opportunities - 1:1 conferring. Based on the criterion for standard mastery, students will participate and complete the following types of tasks: complete daily quick writes, use a graphic organizer to organize information on a topic, provide peer feedback and self-assessment using the appropriate line of the rubric. Progress will be monitored using three informational report tasks, teacher 1:1 conferring and notebook checks. They will also monitor their own progress and set goals by conferring with teacher and peers and using a rubric.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support of CCSS W.2, will participate in small group instruction for 15 minutes, 2 times a week. During small groups, teachers will implement these additional strategies: \*Additional writing opportunities with supporting mentor texts \*Focused mini lesson on features of informative writing. \*Sentence and paragraph re teach Students will complete tasks like quick writes using informational text, working with graphic organizers and putting together complete sentences to form a paragraph. Progress will be measured by a single point rubric, 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 Title/LAP services will participate in small group instruction for at least 15 minutes 5 times per week, receiving instructional intervention on CCSS W.2. The support teacher will implement the following practices and or strategies: · Explicit instruction in phonemic awareness activities. · Study letter-sound associations. · Decoding strategies to pronounce and spell unknown words. · Practice systematic spelling instruction and sight word fluency. · Convey expression and accuracy during reading practice. Students will complete tasks like practicing letter sound relationships using common English configurations (CVC, CVCC, CCVC, CVCe, and CVVC). Students will decode words using the strategy, "Say the sounds for each grapheme, blend sounds together, then say the whole word". They will also practice spelling dictation to strengthen the reciprocal relationship between decoding and encoding. Progress will be measured by Phonics for Reading summative tests, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# 5th Grade Math Goal

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

9 students (20%) will improve in multiplication of decimals (CCSS NBT.B.7). This is up from 0 students (0 %) meeting standard on Feb 17 2023, to 9 students (20 %) meeting standard on Mar 20, 2023, as measured by Iready Lesson Quiz. We will do this by incorporating small group individualized instruction practices 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:** 5.NBT.B.7 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.

**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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS NBT.B.7 to ensure that students are able to multiply decimals to the thousandths place. Teachers will do this by implementing the following high-yield practices and strategies: -Small Group lessons -Math discourse - Student self-assessments and individual math reflections Based on the criterion for standard mastery, students will participate and complete the following types of tasks: fluently multiplying multidigit whole numbers and decimals. Demonstrating and understanding of place value and decimal shifts. Progress will be monitored using exit tickets and lesson quizzes and small group work. They will also monitor their own progress and set goals by individual student conferences with the teacher and peer partners.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Additional support in the core classroom: In addition to the steps outlined in Action Step 1, small groups, requiring support with 5.NBT.B.7, will participate in small group instruction for 15 minutes, 2-3 times a week. During small groups, teachers will implement these additional strategies: Multiplication with a single by multi-digit number with Area Models Multiplication with a single by multi-digit number with the Standard Algorithm Multi-digit by multi-digit multiplication Students will complete tasks like finding the product of multidigit multiplication problems using area models and multidigit multiplication problems using the standard algorithm. Progress will be measured by exit tickets and lesson quizzes, 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 SPED services will participate in small group instruction for \_30\_ minutes \_\_5\_\_ times per week, receiving instructional intervention on CCSS 5.NBT.B.7. The support teacher will implement the following practices and/or strategies: · Modeling and repetition to learn how to Fluently multiply multi-digit whole numbers with decimals to the hundredths using the standard algorithm as well as illustrate and explain calculation by using equations, rectangular arrays, and/or area models. · iReady prerequisite lessons, reteaching using tools for instruction, reinforce math center activities and enrichment activities using visual and tactile hands-on learning. Students will complete tasks, like multisensory hands-on digital learning activities, navigating a multiplication chart, graph paper to line up digits correctly and decimal placement, digital learning opportunities such as Boomcards, iready digital tools. Progress will be measured by IEP progress monitoring, formative assessments, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

# 5th Grade ELA Goal

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

*5 students (15 %) will improve ion their informational writing skills (CCSS W2). This is up from 0 students (0 %) meeting standard on Feb 17, 2023, to 5 students (15 %) meeting standard on April 28, 2023, as measured by Lucy Caulkins Writing Performance Assessment Rubric. We will do this by incorporating Graphic organizers, small group and 1-1 conferences, exemplars and reflections along with using checklists and the writing rubric. We will also use strategies and practices to promote an inclusive and equitable learning experience for all students.*

## **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

Teachers will use whole group, partner, and small group instruction to support students in their understanding of W.5.2 to ensure that students are able to develop a given topic by using primary and secondary sources, follow the structure of an essay, and relay relevant information to the reader. Teachers will do this by implementing the following high-yield practices and strategies: Use and reflection on various exemplars Writing mini-lessons 1:1 Writing Conferences Based on the criterion for standard mastery, students will participate and complete the following types of tasks: identifying primary and secondary sources, determining relevant information from irrelevant information in a text, writing a paragraph with a clear topic, including an introduction and conclusion, and writing a complete essay (paying attention to details and structure). Progress will be monitored using exit tickets, 1:1 conferring, and graphic organizers. They will also monitor their own progress and set goals by meeting with teacher and student partners and using a rubric and checklist for the standard.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Additional support in the core classroom: In addition to the steps outlined in Action Step 1, small groups, requiring support with W.5.2, will participate in small group instruction for 15 minutes, 2-3 times a week. During small groups, teachers will implement these additional strategies: Sentence structure Writing a paragraph conventions Students will complete tasks, like writing a short sentence/paragraph to tell about a topic, graphic organizers to organize thoughts about a topic, and revisions to written work. Progress will be measured by exit tickets, conference notes, and the given rubric, 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 Title/LAP services will participate in small group instruction for at least 15 minutes 5 times per week, receiving instructional intervention. The support teacher will implement the following practices and or strategies: · Explicit instruction in phonemic awareness activities. · Study letter-sound associations. · Decoding strategies to pronounce and spell unknown words. · Practice systematic spelling instruction and sight word fluency. · Convey expression and accuracy during reading practice. Students will complete tasks like practicing letter sound relationships using common English configurations (CVC, CVCC, CCVC, CVCe, and CVVC). Students will decode words using the strategy, "Say the sounds for each grapheme, blend sounds together, then say the whole word". They will also practice spelling dictation to strengthen the reciprocal relationship between decoding and encoding. Progress will be measured by Phonics for Reading summative tests, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# Kindergarten Math Goal

*Achieve a 71% pass rate for the selected standard by the end of the quarter.*

15/28 students (54%) will improve in addition and subtraction of numbers within 10 (CCSS K.OA.A.1). This is up from 13/28 students (46 %) meeting standard on February 16, 2022, to 20/28 students (71 %) meeting standard on March 17, 2023, as measured by Unit 4 math assessment. We will do this by incorporating addition and subtraction equations into our math practice 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:** 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.1 to ensure that students are able to add and subtract numbers within 10 (list learning progression criterion for standard/rubric components for standard). Teachers will do this by implementing the following high-yield practices and strategies: -ensuring students recognize and understand the addition (plus) and subtraction (minus) symbols - students will illustrate their equations with pictures to show their thinking process - students will work with their teammates on whiteboard work practicing adding and subtraction equations. Based on the criterion for standard mastery, students will participate and complete the following types of tasks: exit tickets on workbook lessons. Progress will be monitored using lesson quizzes throughout the unit. They will also monitor their own progress and set goals by small group conferring with peer to peer support on equations.

### 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.1, will participate in small group instruction for 15 minutes, 2 times a week. During small groups, teachers will implement these additional strategies: - a variety of manipulatives to use to display students work - illustrations to match a picture to a number to easily count the total for adding and subtracting. - peer to peer work having students demonstrate adding and subtracting equations on their whiteboard. Students will complete tasks, like workbook lesson and session activities. Progress will be measured by whiteboard activities and lesson quizzes, 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 SPED services will participate in small group instruction for 30 minutes 5 times per week, receiving instructional intervention on CCSS K.O.OA.1. The support teacher will implement the following practices and/or strategies: • adding and subtracting up to 5 using counting on, counters, touch math, images, digital manipulatives • Iready prerequisite lessons, reteaching using tools for instruction, reinforce math center activities and enrichment activities using visual and tactile hands on learning. Students will complete tasks, like multisensory hands-on learning activities, such as touch math and digital learning opportunities. Progress will be measured by IEP progress monitoring, formative assessments, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress

# Kindergarten ELA Goal

*Achieve a 57% pass rate for the selected standard by the end of the quarter.*

*16/28 students (57%) will improve in writing how to writing steps (CCSS W.2). This is up from 0 students (0 %) meeting standard on February 13, 2023, to 18/28 students (57%) meeting standard on March 17, 2023, as measured by Writing Fundamentals Rubric. We will do this by incorporating writing routines and writing prompts 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:** W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**UNIT:** Schoolwide Writing Nonfiction How-To

## **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 W.2 to ensure that students are able to write steps in order to instruct the reader on how to do a specific activity (list learning progression criterion for standard/rubric components for standard). Teachers will do this by implementing the following high-yield practices and strategies: - writing prompts - repetition of writing practice - continued letter sound correspondence - sight word practice Based on the criterion for standard mastery, students will participate and complete the following types of tasks: whole group reading and writing activities. Progress will be monitored using writing prompts. They will also monitor their own progress and set goals by using a writing checklist for conventions.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS W.2, will participate in small group instruction for 30 minutes, 5 times a week. During small groups, teachers will implement these additional strategies: - writing sentences with correct conventions - sounding out words with beginning, middle, and ending sounds - using known sight words to write students will complete tasks, like writing prompts. Progress will be measured by using writing checklists to showcase students skills, 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 Title/LAP services will participate in small group instruction for at least 15 minutes 5 times per week, receiving instructional intervention on CCSS W.2. The support teacher will implement the following practices and or strategies: • Explicit instruction in phonemic awareness activities. • Study letter-sound associations. • Decoding strategies to pronounce and spell unknown words. • Practice systematic spelling instruction and sight word fluency. • Convey expression and accuracy during reading practice. Students will complete tasks like practicing letter sound relationships using nonsense words and common English configurations (CVC, CVCC, CCVC, CVCe, and CVVC). Students will decode words using the strategy, "Say the sounds for each grapheme, blend sounds together, then say the whole word". They will also practice spelling dictation to strengthen the reciprocal relationship between decoding and encoding. Progress will be measured using the Acadience assessments and or Phonics for Reading summative tests, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

# SEL Goal

*Achieve a 70.3% pass rate for the selected standard by the end of the quarter.*

*In the Winter 22-23 Whole Child Snapshot 60.3% of students surveyed responded positively to "I get along well with my peers". By implementing Community Circles, Second Step curriculum, Getting Along Together classroom lessons and friendship skills groups Roosevelt Students will show a 10% increase in the Spring 22-23 Whole Child Snapshot. Students will take the survey during the Spring.*

## ☰ Steps: how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

Teachers will provide GAT lessons in their classrooms and hold Community Circles daily.

### STRENGTHENING ADULT SEL CAPACITY

School counselors will assist with Community Circles when requested. Ongoing Restorative Justice Professional Development and modeling during Data Data Days, building late starts, and classroom visits, including work with instructional coach and counselors.

# Behavior Goal

*Ensure 100% of students have behaviors NOT resulting in suspension or expulsion.*

*39 Fifth grade students will demonstrate self-regulation strategies to develop stronger interpersonal and communication skills. Roosevelt Teachers have implemented restorative justice practices in whole group, small group and 1:1 support.*

## Root Cause Analysis

Professional Development at Roosevelt will continue to focus on cultural competence through Restorative Justice practices. K-5 Teachers will also implement CRT practices highlighted in the PBL model, supported by TAF and our work with Jahmad Canley.

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Teacher, K-5, will use the GAT curriculum as well as morning meetings to support students learning skills to self-regulate, develop empathy, including the CASEL competencies and key vocabulary when expressing emotions and problem solving with peers.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All K-5 Teachers will use the GAT curriculum and have daily structured morning meetings to model and facilitate healthy communication and interpersonal relationships.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Counselors continue to teach weekly second step and whole child supplemental lessons in K-5 classrooms, including RISE, as well as holding focused counseling groups on Wednesdays, including the use of the CBT model.

