

Fern Hill Elementary School

Continuous Achievement Process & Plan

2023 Quarter 2

Here at Fern Hill Elementary we value relationships with our staff, students, families and community partners. We work towards understanding the needs of our community and inspire through education. We intentionally take steps to be present, positive and proactive by eliminating barriers, improving our teaching through culturally relevant lens and restorative practices.

Our Vision

We are a school family, where we put the needs of our students first, through understanding needs and inspiring through education. We close achievement gaps and prepare all students to be college and career ready, by implementing culturally responsive teaching practices.

Our Mission

We provide opportunities for students to be successful through understanding needs and inspiring through education.

1st Grade Math Goal

Achieve a 37% 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-in, and ongoing formative assessment). First grade will add within 100, improving our baseline percentage of 22% proficiency to 37% proficiency on our summative assessments for NBT. C.4 by the end of May.

Curriculum: the standards and units we are targeting

STANDARD: 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

UNIT: Unit 4 Operations with Tens and Ones: Addition and Subtraction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Students will work in a whole group setting on NBT.C.4 (add within 100). Students will work on different models such as drawing pictures, using manipulatives, counting on, and place value mats. Students will build relationships by comparing and connecting different student strategies using the rough draft thinking. Rough draft thinking will increase the DOK and student engagement as they compare and contrast their strategies to others. Students will confer one-on-one with their teacher and reflect upon their scores. Formative assessments (progress monitoring) will be based on the unit quizzes. Additionally, students will participate in weekly (Wednesday) math leveled instruction groups.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the three reads strategy during core instruction, students will participate in small group instruction for 20 minutes 3 to 4 times a week with a focus on NBT.C.4 standard to support students in fluently adding and subtracting within 100. Teachers will use prerequisite lessons in the i-Ready Classroom Curriculum to provide “just in time support” for students, use engaging math games to promote fluency and accuracy, and provide five to fifteen minutes of number talk conversations around computation problems to support mental math, speed recall, and fact fluency. Additionally, students will participate in leveled instructional group four times a week (Monday, Tuesday, Thursday, and Friday) with Manisha and Ilse students will use think-pair-share or discussions during small groups to explain their thinking and recognize their computation errors or their peers’ errors and use rough-draft thinking to make changes. Progress will be measured by exit slips, consistent feedback, and student data will be brought to PLC meetings to inform instructional.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

There will be weekly communication (e-mailed lesson plans) from general educators of what tier one instruction is currently focusing on for the standard. This will allow tier three to accommodate the students’ needs in that standard and provide them with strategies that have already been introduced to the students.

1st Grade ELA Goal

Achieve a 35% 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 retell a story with key details and the lesson, improving from 20% proficiency to 35% proficiency on the ISM of RL.2 by the end of May.

Curriculum: the standards and units we are targeting

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

UNIT: Schoolwide Reading Fiction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Students will work in a whole group setting on RL.2 (retell a story and tell the lesson of the story). Students will work with sentence stems, graphic organizers, and pictures. Students will build relationships by comparing and connecting different student ideas and strategies through conversation and sharing. Including student conversations will increase the DOK and student engagement as they compare and contrast their strategies and ideas 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 common formative assessments. Teachers will use a rubric which includes a checklist with retelling steps for students to self-assess.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Twice a week for 15 minutes, students will meet in a reading guided small group to work on RL.2 (retell a story and identify the lesson). Students in the small group will reviewing the tier one strategies and try new strategies with their group. They will work with graphic organizer with sentence stems included, verbal explanations, and retelling through drawing. Students will use peer talk in the small group setting. These students will self-monitor using group exit tickets that focus on retelling. 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

Interventions will receive a copy of our weekly plans, so they know how they can support students with this standard. Students will receive services once a day for 30 minutes. Students will receive interventions based on their IEP accommodations.

2nd Grade Math Goal

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

By implementing A/B partner think pair-share, 1-1 check ins, and on-going assessments, we will increase from 18% to 35% of 2nd grade students will meet proficiency, 2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. Students will understand that using addition and subtraction within 100 to solve word problems involves using lengths that are given in the same units, and equations with a symbol for the unknown number to represent the problem as measured by Ready Classroom comprehension checks, common formative assessments, and iReady Spring Diagnostic.

Curriculum: the standards and units we are targeting

STANDARD: 2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

UNIT: Unit 4 Length: Measurement, Addition and Subtraction, and Line Plots

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing on the spot and timely feedback in small group and 1:1 conferring, regularly referring to visual classroom anchor charts, and designing effective A/B partner talk (with support of sentence frames) during the three reads strategy, teachers will use whole group, partner, and small group instruction to support students in using addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem (2.MD.B5). Students will engage in conversations to make sense of problems that add or subtract within 100 involving lengths that are the same unit by talking with a partner, explaining and defending their solution strategies verbally and using representations, and strengthening accuracy by using mathematical representations (drawings, math manipulatives, math tools, etc.). The teacher will prompt students to use sentence frames & Discuss It questions as students work through word problems involving lengths with the same unit, with partners & small groups. The teacher will facilitate discussion by asking intentional questions to prompt student thinking around problem solving strategies and identifying how the students' approaches are the same or different. Additionally, students will monitor their progress by comprehension checks (weekly quizzes), CFAs, and exit tickets, and feedback will be given daily

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the three reads strategy during core instruction, students will participate in small group instruction for 20 minutes 3 to 4 times a week with a focus on understanding addition and subtraction within 100 to solve word problems involving lengths with the same unit (2.MD.B5) to support students in using drawings, models, and equations. Teachers will use prerequisite lessons in the i-Ready Classroom Curriculum to provide "just in time support" for students, provide five to fifteen minutes of number talk conversations to build conceptual understanding that addition and subtraction are inverse operations and the use of models and manipulatives to represent their mathematical thinking. Students will use think-pair-share or discussions during small groups to explain their thinking and recognize their computation errors or their peers' errors and use rough-draft thinking to make changes. Progress will be measured by exit slips, consistent feedback, and student data will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Small group interventions provided by Trisa Dixon, Manisha Powell and Ilse Maldonado, and 1:1 conferring to support individual needs. (These are flexible and change based on student needs and daily formative assessments.) High Yield Strategies: Student Discussions (partners and groups), Use of manipulatives, & Providing Feedback (focus on growth and improvement).

2nd Grade ELA Goal

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

By implementing A/B partner think pair-share, 1-1 check ins, and on-going assessments, we will increase from 28% to 45% of 2nd grade students will meet proficiency, on 2.RI.6- (Reading: Informational): Identify the main purpose of a text, including what the author wants to answer, explain, or describe as measured by iReady Reading diagnostic (Informational Text Strand); DRA; or meeting in 75% of common formative assessments.

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: Schoolwide Reading Nonfiction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing differentiated instruction teachers will use whole group, partner and small group instruction utilizing the guided reading library, and working with reading interventionists by communicating daily, to support students using information gained from the illustrations and words to ensure students are able to identify the main idea, details and/or author's purpose of a nonfiction text. Teacher will use the High Yield strategy of class discussions to encourage Think-Pair-Share and group talk around main idea, details and/or author's purpose in a variety of nonfiction texts. Students will read text and determine the main idea, details and/or author's purpose using sentence stems to help them have meaningful discussions.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing timely feedback in small group and conferring, utilizing the guided reading library, regularly referring to anchor charts, and consistent A/B partner talk, teachers will use whole group, partner and small group instruction, and working with reading interventionists by communicating daily, to support students in understanding 2.RI.6- (Reading: Informational): Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Teachers will facilitate discussion around using both text and illustrations to identify the main idea, details and/or author's purpose of a piece of nonfiction text. Students will Think Pair Share with their partner and use sentence stems to explain their thinking. Progress will be measured by exit slips, progress monitoring, formative and summative assessments, and consistent feedback.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Small intervention groups provided by Michelle Fredericks, Amy Paulson, and Judy Merritt, and 1:1 conferring to support individual needs. (These are flexible and change based on student needs and daily formative assessments.) Students will Think Pair Share with their partner and use sentence stems to explain their thinking. Progress will be measured by exit slips, progress monitoring, formative and summative assessments, and consistent feedback.

3rd Grade Math Goal

Achieve a 30% 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), 3rd grade will generate equivalent fractions and compare fractions from 0% proficiency to 30% proficiency by the beginning of May. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.

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

By implementing on the spot and timely feedback in small group and 1:1 conferring, regularly referring to visual classroom anchor charts, and designing effective A/B partner talk (with support of sentence frames) during the three reads strategy, teachers will use whole group, partner and small group instruction to support students in generating and comparing fractions and equivalent fractions (3. NF.A.3). Students will engage in conversations with partners or groups to make sense of equivalent fractions and expressing comparisons, explain and defend their solution strategies verbally and use representations to understand equivalent fractions and comparisons. The teacher will ask questions and prompt students to discuss with others a fractional comparison and equivalent fractions and think about how their answers compare to their peers and identify how the students' approaches are the same or different. Additionally, students will monitor their progress through comprehension checks, CFAs, and exit tickets, and feedback will be given daily in whole group, small group, and conferring. High Yield Strategies: Student Discussions (partners and groups) & Providing Feedback (focus on growth and improvement).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the three reads strategy during core instruction, students will participate in small group instruction for 20 minutes 3 to 4 times a week with a focus on generating equivalent fractions and comparing fractions (3.NF.A.3). Teachers will use prerequisite lessons in the i-Ready Classroom Curriculum to provide "just in time support" for students, provide five to fifteen minutes of number talk conversations to build conceptual understanding of fractions and promote the use of models and manipulatives to represent their mathematical thinking. Students will use think-pair-share or discussions during small groups to explain their thinking and recognize their errors or their peers' errors and use rough-draft thinking to make changes. Progress will be measured by exit slips, consistent feedback, and student data will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

These students will receive pull out supports from support staff and targeted instructions based on their needs identified in tier two instruction. There will be weekly communication from general educators of what tier one and two instruction is currently focusing on for the standard. This will allow tier three to accommodate the students' needs in that standard and provide them with strategies that have already been introduced. Instructional strategies used - encouraging revoicing and the trying out of classmates' strategies as well as discussing how student thinking is alike and different for a task.

3rd Grade ELA Goal

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

By implementing a variety of instructional practices such as graphic organizers, echo reading, partner reading, explicit instruction in academic vocabulary related to literary texts 3rd grade will compare and contrast theme, setting, and plot within a series of books. We will improve from 53% proficiency to 80% proficiency by the beginning of May.

Curriculum: the standards and units we are targeting

STANDARD: RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

UNIT: Other Reading Fiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, teachers will use whole group, partner and small group instruction to support students in understanding RL 3.9- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) through the use of gradual release of responsibility (do together, do in small groups, do independently), as well as through the use of a variety realistic and historical fiction. Teacher practices will include the use of interactive notebooks as a student resource, modeling the process for determining the theme and providing text based supporting details, think-pair-share opportunities for students to use constructive conversations to share their ideas, and a variety of instructional groupings. Students will use close-reading strategies, annotate texts, focused note-taking of text evidence, and produce historical/realistic fiction essays with a focus on providing key text-based details to support a theme about a given text or pair of texts. Additionally, teachers and students will monitor progress by daily use of daily exit slips, weekly unit check-ins, and unit writing.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students will participate in small group instruction for 15 minutes, 4 times a week with a focus on standard RL 3.9 compare and contrast theme, setting, plot written by the same author in a series . Teachers will provide leveled texts to support student understanding, multiple opportunities to practice and master the skill, and guided practice to support student success in identifying the theme and using text evidence to support those ideas. Students in the small group will work on reviewing the strategies taught in whole group and trying new strategies with their group. They will work with different leveled texts to identify the theme and providing text evidence to support their ideas. Students will use peer talk in the small group setting to enhance their understanding of how to use evidence to support the theme of a text. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students receiving Title/LAP, EL, or SpEd services will participate in small group instruction for 25 minutes, 5 times a week with a focus on foundational skills (phonics/vocabulary) with the support teacher. Support teachers will provide focused instructional on foundational skills such as phonics and vocabulary to support the overall reading growth of students. Students will engage in peer discussion, direct instruction, and repeated practice to support their overall reading growth. Progress will be measured by exit slips, 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.

By implementing a variety of supportive instructional practices (such as instructional talks, small groups, 1:1 check-ins, and ongoing formative assessment), 4th grade will improve in standard (4.NF.B.3- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ and decomposing fractions) from 0% proficiency to 20% proficiency by the beginning of May. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.

Curriculum: the standards and units we are targeting

STANDARD: 4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

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

By implementing on the spot and timely feedback in small group and 1:1 conferring, regularly referring to visual classroom anchor charts, and designing effective A/B partner talk (with support of sentence frames) during the three reads strategy, teachers will use whole group, partner and small group instruction to support students in decomposing a fraction into a sum of fractions with the same denominator (4.NF.B.3). Students will engage in conversations with partners or groups to make sense of a what a fraction is, explain and defend their solution strategies verbally and use representations to understand the fraction and to create a sum that is equivalent to the fraction. The teacher will ask questions and prompt students to discuss with others the fractions that add to create the correct sum and think about how their answers compare to their peers and identify how the students' approaches are the same or different. Additionally, students will monitor their progress through comprehension checks, CFAs, and exit tickets, and feedback will be given daily in whole group, small group, and conferring. High Yield Strategies: Student Discussions (partners and groups) & Providing Feedback (focus on growth and improvement).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the three reads strategy during core instruction, students will participate in small group instruction for 20 minutes 3 to 4 times a week with a focus on decomposing a fraction into a sum of fractions with the same denominator (4.NF.B.3). Teachers will use prerequisite lessons in the i-Ready Classroom Curriculum to provide "just in time support" for students, provide five to fifteen minutes of number talk conversations to build conceptual understanding of a fraction and promote the use of models and manipulatives to represent their mathematical thinking. Students will use think-pair-share or discussions during small groups to explain their thinking and recognize their errors or their peers' errors and use rough-draft thinking to make changes. Progress will be measured by exit slips, consistent feedback, and student data will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

These students will receive pull out supports from support staff and targeted instructions based on their needs identified in tier two instruction. There will be weekly communication from general educators of what tier one and two instruction is currently focusing on for the standard. This will allow tier three to accommodate the students' needs in that standard and provide them with strategies that have already been introduced. Instructional strategies used - encouraging revoicing and the trying out of classmates' strategies as well as discussing how student thinking is alike and different for a task.

4th Grade ELA Goal

Achieve a 37% pass rate for the selected standard by the end of the quarter.

By implementing a variety of instructional practices such as graphic organizers, echo reading, partner reading, explicit instruction in academic vocabulary related to literary texts 4th grade will identify theme of a story (4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. We will improve from 22% proficiency to 37% proficiency by the beginning of May.

Curriculum: the standards and units we are targeting

STANDARD: RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

UNIT: Other Reading Fiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, teachers will use whole group, partner and small group instruction to support students in understanding the theme of a story, drama, or poem from details in the text and summarizing a text (RL.4.2) and provide supporting details using text based evidence through the use of gradual release of responsibility (do together, do in small groups, do independently), as well as through the use of a variety of poems, stories, and dramas. Teacher practices will include the use of interactive notebooks as a student resource, modeling the process for determining the theme and providing text based supporting details, think-pair-share opportunities for students to use constructive conversations to share their ideas, and a variety of instructional groupings. Students will use close-reading strategies, annotate texts, and keep detailed notes of text evidence. Additionally, teachers and students will monitor progress by daily use of daily exit slips, weekly unit check-ins, and unit assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students will participate in small group instruction for 15 minutes, 4 times a week with a focus on standard RL.4.2 determining the theme and provide text based supporting details. Teachers will provide leveled texts to support student understanding, multiple opportunities to practice and master the skill, and guided practice to support student success in identifying the theme and using text evidence to support those ideas. Students in the small group will work on reviewing the strategies taught in whole group and trying new strategies with their group. They will work with different leveled texts to identify the theme and provide text evidence to support their ideas. Students will use peer talk in the small group setting to enhance their understanding of how to use evidence to support the main idea of a text. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students receiving Title/LAP, EL, or SpEd services will participate in small group instruction for 25 minutes, 5 times a week with a focus on foundational skills (phonics/vocabulary) with the support teacher. Support teachers will provide focused instruction on foundational skills such as phonics and vocabulary to support the overall reading growth of students. Students will engage in peer discussion, direct instruction, and repeated practice to support their overall reading growth. Progress will be measured by exit slips, 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.

By implementing a variety of supportive instructional practices (such as instructional talks, small groups, 1:1 check-ins, and ongoing formative assessment), 5th grade will graph on the coordinate grid with positive numbers from 0% proficiency to 20% proficiency by the beginning of May. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from support and scaffolding at the student's abilities to mastery of the standard.

Curriculum: the standards and units we are targeting

STANDARD: 5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

UNIT: Unit 5 Algebraic Thinking and the Coordinate Plane: Expressions, Graphing Points, Patterns and Relationships

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing on the spot and timely feedback in small group and 1:1 conferring, regularly referring to visual classroom anchor charts, and designing effective A/B partner talk (with support of sentence frames) during the three reads strategy, teachers will use whole group, partner, and small group instruction to support students in graphing points in the first quadrant of the coordinate plane (5.G.A.2). Students will engage in conversations with partners or groups to make sense of a what the coordinate grid is, explain and defend their solution strategies verbally and use representations to represent real world and mathematical problems on the coordinate grid. The teacher will ask questions and prompt students to discuss with others the coordinate grid and think about how their answers compare to their peers and identify how the students' approaches are the same or different. Additionally, students will monitor their progress through comprehension checks, CFAs, and exit tickets, and feedback will be given daily in whole group, small group, and conferring. High Yield Strategies: Student Discussions (partners and groups) & Providing Feedback (focus on growth and improvement).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the three reads strategy during core instruction, students will participate in small group instruction for 20 minutes 3 to 4 times a week with a focus on graphing on the coordinate grid (5.G.A.2). Teachers will use prerequisite lessons in the i-Ready Classroom Curriculum to provide "just in time support" for students, provide five to fifteen minutes of number talk conversations to build conceptual understanding of the coordinate grid and promote the representation of real world and mathematical problems on the coordinate grid. Students will use think-pair-share or discussions during small groups to explain their thinking and recognize their errors or their peers' errors and use rough-draft thinking to make changes. Progress will be measured by exit slips, consistent feedback, and student data will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

These students will receive pull out supports from support staff and targeted instructions based on their needs identified in tier two instruction. There will be weekly communication from general educators of what tier one and two instruction is currently focusing on for the standard. This will allow tier three to accommodate the students' needs in that standard and provide them with strategies that have already been introduced. Instructional strategies used - encouraging revoicing and the trying out of classmates' strategies as well as discussing how student thinking is alike and different for a task.

5th Grade ELA Goal

Achieve a 46% pass rate for the selected standard by the end of the quarter.

By implementing a variety of instructional practices such as graphic organizers, echo reading, partner reading, explicit instruction in academic vocabulary related to literary texts 5th grade will identify theme of a story. We will improve from 31% proficiency to 46% proficiency by the beginning of May.

Curriculum: the standards and units we are targeting

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

UNIT: Other Reading Fiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encouraging peer discussions, modeling high quality work samples, and analyzing mentor texts, teachers will use whole group, partner and small group instruction to support students in understanding the theme of a story, drama, or poem from details in the text and summarize the text (RL.5.2) and provide supporting details using text based evidence through the use of gradual release of responsibility (do together, do in small groups, do independently), as well as through the use of a variety of poems, stories, and dramas. Teacher practices will include the use of interactive notebooks as a student resource, modeling the process for determining the theme and providing text based supporting details, think-pair-share opportunities for students to use constructive conversations to share their ideas, and a variety of instructional groupings. Students will use close-reading strategies, annotate texts, and keep detailed notes of text evidence. Additionally, teachers and students will monitor progress by daily use of daily exit slips, weekly unit check-ins, and unit assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students will participate in small group instruction for 15 minutes, 4 times a week with a focus on standard RL.5.2 identifying theme and provide text based supporting details. Teachers will provide leveled texts to support student understanding, multiple opportunities to practice and master the skill, and guided practice to support student success in identifying the theme and using text evidence to support those ideas. Students in the small group will work on reviewing the strategies taught in whole group and trying new strategies with their group. They will work with different leveled texts to identify the theme and providing text evidence to support their ideas. Students will use peer talk in the small group setting to enhance their understanding of how to use evidence to support the theme of a text. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing quality collaborative planning during Professional Learning Communities (PLCs), creating rigorous learning experiences where teachers ask open-ended questions and encourage peer discussions, modeling high quality work samples, and analyzing mentor texts, during core instruction, students receiving Title/LAP, EL, or SpEd services will participate in small group instruction for 25 minutes, 5 times a week with a focus on foundational skills (phonics/vocabulary) with the support teacher. Support teachers will provide focused instructional on foundational skills such as phonics and vocabulary to support the overall reading growth of students. Students will engage in peer discussion, direct instruction, and repeated practice to support their overall reading growth. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

Kindergarten Math Goal

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

There are 41% of Kindergarten students meeting the end of year standard for number recognition (K.CC.B.4) By May, 2023, the percent of students meeting the standard will increase from 41% to 65% as measured by "Meeting" on the TPS single point rubric for K.CC.B.4. By implementing a variety of supportive instructional practices (such as high-quality lesson planning using Ready Classroom, small groups for additional math support, problem solving approach using the try-discuss-connect routine and ongoing formative assessment), Kindergarten students will count to tell the number of objects and name/identify numbers 0 -20. We will build an inclusive and equitable culture that represents a wide variety of learners. Continued use of class and lesson routines to support equity will be used. We will make sure all cultures are represented in lessons, books, and examples provided. All students will have a chance to respond and complete work in the front of the class.

Curriculum: the standards and units we are targeting

STANDARD: K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

UNIT: Unit 5 Numbers 11-100: Teen Numbers, and Counting by 1s and 10s

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing high quality collaborative planning during Professional Learning Communities (PLCs), using i-Ready Classroom Curriculum, creating mathematically rigorous learning experiences where classroom teachers ask open-ended questions and encourage peer discussions, and using manipulatives or pictorial models within lessons, teachers will use whole group, partner and small group instruction to support students in understanding counting to tell the number of objects (standard KCC.B.4) to ensure students are able to count objects and understand the relationship between numbers and quantities to 20 through modeling with mathematics and attending to precision. Students will make sense of counting by using models (counting dots and cubes) and math graphic organizers (ten frames, number bonds, etc.) to monitor their progress by setting goals for number recognition, rote counting and object counting. Feedback, such as exit tickets and common formative assessments, will be given by classroom teachers frequently during small group instruction and whole group instruction. High Yield Strategies that will be used throughout the unit are student discussions (in partners and groups) & providing feedback (focus on growth and improvement).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the Try It, Discuss It, and Connect It strategy during core instruction, students will participate in small group instruction for 20 minutes daily, with a focus on KCC.B.4 standard to support students in understanding counting to tell the number of objects. Teachers will focus on the progression of counting to tell the number of objects by having students say the number names in the standard order, using models to represent the number, and songs/actions to support successive number counting. Teachers will ask questions like, "do you agree with the number and model shown" so students discuss their thinking with one another. Students will use models to represent numbers of objects and counting. Progress will be measured by exit slips, consistent feedback, and student data and progress will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Learning opportunities focused on counting to tell the number of objects will be provided during the students' math intervention class (approximately 25-30 minutes daily) and aligned with the EL interventions and IEP goals around the standard. Continued implementation of the Try It Discuss It and Connect It strategy during core instruction, students will participate in small group instruction during EL and LRC interventions for 30 minutes 4-5 times a week with a focus on KCC.B.4 standard to support students in understanding counting to tell the number of objects. Frequent communication between teachers, LRC and EL staff will occur throughout the year. Students will use models to represent numbers of objects and counting. Communication of progress will be measured by exit slips, consistent feedback, and student data and progress will be shared with the LRC and EL staff for additional instructional strategies needed for the standard being taught (KCC.B.4).

Kindergarten ELA Goal

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

There are 48% of Kindergarten students meeting the end of year standard for letter recognition (K.RF.4). By May, 2023, the percent of students meeting the standard will increase to 65% as measure by "meeting" on the Lucy Caulkin Phonics Assessment rubric for K.RF.4. We will accomplish this through implementing a variety of supportive instructional strategies such as high-quality lesson planning using Lucy Caulkin Phonics, whole group Lucy Caulkin Phonics instruction, small group guided reading and skill instruction, EL and LRC reading interventions, 1:1 conferring and ongoing formative assessments shared with students and families.

Curriculum: the standards and units we are targeting

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

UNIT: Phonics Unit 3 Word-Part Power

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing high quality collaborative planning during Professional Learning Communities(PLC's), using Lucy Caulkin classroom curriculum, creating phonetically rigorous learning experiences where classroom teachers ask open-ended questions and encourage peer discussions, and using learning videos and pictorial models within lessons, teachers will use whole group, partner and small group instruction to support students in understanding letter-sound recognition skills (to support reading emergent reading texts with purpose and understanding RF.K.4) and ensure students are able to demonstrate knowledge of letter-sound correspondence through identifying letters and sounds with focus on accuracy. Students will make sense of letters and sounds by using collaborative learning to foster peer learning, ELA centers to support learning, and exposing students to learning letters through visual, auditory and kinesthetic experiences. Students will monitor their progress by setting goals for letter recognition. Feedback, such as exit tickets and common formative assessments, and 1:1 conferring meetings will be given by classroom teachers frequently during small group instruction and whole group instruction. High Yield Strategies that will be used throughout the unit are student discussion (in partners and groups) and provided feedback (focus on growth and improvement).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing letter-sound strategies during core instruction, students will participate in small group instruction for 20 minutes four times a week with a focus on RF.K.4. standard to support students in understanding letter-sound correspondence. Teachers will focus on the progression of letter-sound correspondence. By having students identify the letter, using manipulatives (e.g., magnetic letters, letter tiles, etc.), songs/chants to enhance memory, letter sound learning videos and alphabet games (e.g., letter identification Bingo, matching lower case and upper-case letters, etc.), students will participate in additional practice with letter-sound correspondence which supports students in understanding letter recognition skills to ensure students are able to identify letters and their sounds with accuracy. Teachers will ask questions like, "do you agree with the letter and model shown?" so students discuss their thinking with one another. Progressions will be measured by exit slips, consistent feedback, and student data, small group support and 1:1 conferring. Student progress and data will be brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will receive learning opportunities focused on letter identification/sounds during interventions in class (approx. 30 minutes/day). Students will receive interventions based on their English Language Learning plan and their IEP accommodations and modification that are aligned with the EL interventions and IEP goals around the standard.

SEL Goal

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

By May 28, 2023, 85% of Fern Hill students will demonstrate a positive response in social and self-awareness as measured by reporting almost always true or often true for the questions in the social and self-awareness competency on the SEL survey.

☰ Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Daily announcement introducing questions of the day and inclusion traits, with a focus during community circle time which is built into the master schedule.

Monday Falcon message will inform parents and community of the inclusion trait of the month. Monthly families will meet during PAC (Parent Advisory Council) to grow in understanding the needs the school is addressing.

STRENGTHENING ADULT SEL CAPACITY

Staff meetings will begin with the monthly circles as well as Equity question of the month. Staff will participate in modeling community circles monthly. Principal will have monthly class meetings to provide clarity and understanding of the circle skills as well as building upon inclusion traits.

Behavior Goal

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

By implementing restorative practices at Fern Hill Elementary, we will increase 1% of students to 95% of students schoolwide who are kept in school rather than being excluded from school. We will use daily inclusion traits, restore at the door, parent conferences for resets, morning meetings, restorative practices in the classroom and school settings, as well as community circles which includes parents and community meetings to create positive spaces for students to solve their problems at school.

Root Cause Analysis

Equity is being addressed by the restorative process. Student voice and parents' lens will be utilized and heard to meet the needs of their specific students as well as advocating and navigating the systems will be discussed in community circles with students, parents, staff, and community members.

Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

Restorative Practices in schools eliminate exclusion by providing opportunities to build trust among students and staff and increase engagement in the learning community. By implementing restorative practices with students, through morning meetings, restorative circles, make it right conversations, and parent support this will increase academic engagement and decrease inclusion from 1% to 100%.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Implementation of Restorative Practices schoolwide will begin with a deep dive into restorative practices led by the restore team. The team will do quarterly trainings, mini lessons on Monday in the Monday message, as well as 10-minute focused lessons at staff meetings throughout the school year based on the book hacking school discipline. All staff will be given a copy of the book as a resource which has tools and strategies to support.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

All staff and faculty will have trainings to implement restorative practices and systems. Staff meetings will have time focused on skills and strategies to implement in the classroom. Supports and systems will be built throughout the school year and continue to build and reflect upon this process for the 23-24 school year.

