

## McCarver Elementary School

# Continuous Achievement Process & Plan

### 2023 Quarter 2

*At McCarver Elementary, we believe that ALL kids can achieve at high levels. We are an IB PYP school that embraces the IB learner profiles and believe that our learners are inquirers, thinkers, communicators, caring, and believe in high expectations for all students.*

#### **Our Vision**

McCarver is a proud IB Primary Years Programme where students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community. By learning through inquiry and reflecting on their own learning, students develop knowledge, conceptual understanding, skills, and the attributes of the IB Learner Profile. The IB Learner Profile is integrated throughout our school.

#### **Our Mission**

Our McCarver community develops respectful, knowledgeable, confident global citizens who are curious, reflective, action-oriented lifelong learners.

# 1st Grade Math Goal

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

*By implementing math talk, manipulatives, small group interventions, we will increase from 5% to 15% of students in 1st grade meeting standard on 1.OA.A.1.*

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

**STANDARD:** 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**UNIT:** Unit 1 Numbers Within 10: Addition and Subtraction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing think/pair/share, modeling, and using manipulatives, teachers will use whole group instruction to support students in understanding 1.OA.A.1 to ensure students are able to add and subtract within 20 in word problems. Additionally, students will monitor their progress by self-assessing using comprehension checks and feedback will be given during small group instruction after each comprehension checks.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in a small group focused on 1.OA.A.1 outside of core 2 times a week for 15 minutes by modeling with manipulatives, peer mentoring (pair student with more fluency skills and have them complete 2 problems with teacher monitoring), and scaffolded strategy instruction (teacher breaks down each step of equation and students master each step before moving on).

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students with math or cognitive skills services on their IEPs will participate in small-group instruction focusing on foundational math skills ranging from knowing number names and counting to answering "how many" when presented a group of up to 20 items and making groups of up to 20 items.

# 1st Grade ELA Goal

*Achieve a 28% pass rate for the selected standard by the end of the quarter.*

*By implementing small group instruction, whole group instruction, anchor charts, we will increase from 13% to 28% of students in the first grade meeting standard on RF.1.4.*

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

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

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing independent reading, anchor charts, small group instruction, teachers will use whole group instruction to support in understanding RF.1.4, to ensure students are able to read with fluency and accurately. Additionally, students will monitor their progress by my path lessons, spelling tests, and small group reading fluency, and feedback will be given weekly by the teacher during small group instruction.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in a small group focused on RF.1.4, to ensure students are able to read with fluency and accurately outside of core 4 times a week for 15 minutes by conferring with teacher, teacher modeling (teacher model reads the sentence, student reads afterwards), and provision of savvas small group routines focused on reinforcing phonics skills from whole group lesson (students are participating in myFocus Intervention lessons which focus on segmenting, letter sounds, long and short vowels, etc).

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students with reading, writing, or cognitive/preacademic skills services on their IEPs will participate in small-group instruction focusing on foundational reading skills ranging from letter recognition and letter-sound correspondence to decoding VC and CVC words according to their IEPs.

# 2nd Grade Math Goal

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

*By implementing Think/Pair/Share, on-going assessments, exit tickets, partner games, practice subitizing, we will increase from 1% to 25% of students in 2nd grade meeting standards on 2.NBT.B.7 add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method by the end of trimester three.*

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

**STANDARD:** 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Think/Pair/Share, on-going assessments, exit tickets, partner games, practice subitizing, teachers will use whole group, partner and small group instruction to support students in understanding adding and subtracting whole numbers within 1000 (2.NBT.B.7 – Use addition and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.) to ensure students are able to fluently add and subtract within 1000 through Ready Math workbook pages and Lesson & Unit hard copy/electronic assessments, models (drawn or with the use of manipulatives), iReady Math Diagnostics and lessons with a focus on adding and subtracting within 1000. Additionally, students will monitor their progress by reviewing iReady Math lesson scores/progress monitoring, comparison of iReady Math Diagnostic scores, Lesson and Unit assessment scores. Feedback will be given verbally by staff when students demonstrate progress with individual and group work daily and weekly.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Reinforcing the current standard reflected in the curriculum map and being taught in the classroom, students will participate in a small group up to 3 times a week for 15 minutes. During this time (outside of Core instruction), the teacher will provide manipulative such as place value charts, bundling sticks, place value blocks for students to model addition with sums to 1000. Students will demonstrate using concrete materials and explain to the group (or partner) verbally. Students will model addition using manipulatives, then on white boards for pictures and numbers. Students will also use open number lines practice adding and subtracting. Students will explain their thinking to the group (or partner). Students will critique the thinking of others by agreeing or disagreeing and explaining why.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

ML students will receive small group ELL instruction up to 5 days a week. Students with IEPs specifying services in mathematics will participate in small group and individualized instruction focusing on foundational math skills including counting objects within 20, adding and subtracting within 20, and other skills in accordance with their IEP goals.

# 2nd Grade ELA Goal

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

*By implementing Think/Pair/Share, on-going assessments, exit tickets, partner & small group discussions, teachers will use whole group, partner and small group instruction we will increase from 14% to 30% of students in 2nd grade meeting standard on RL.2.7, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot by the end of trimester three.*

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

**STANDARD:** RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**UNIT:** Other Reading Fiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing Think/Pair/Share, on-going assessments, exit tickets, partner & small group discussions, teachers will use whole group, partner and small group instruction to support students in the use of information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (RL.2.7) to ensure students are able to articulate character, setting or plot key details and text evidence through Schoolwide Reading lessons, literary passages, discussions about the stories, iReady Reading Diagnostics and lessons with a focus on characters, setting, or plot. Additionally, students will monitor their progress by reviewing iReady Reading lesson scores/progress monitoring, comparison of iReady Reading Diagnostic scores, Schoolwide lessons and assessment scores. Feedback will be given verbally by staff when students demonstrate progress with individual and group work daily and weekly.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Reinforcing the current standard reflected in the curriculum map and being taught in the classroom, students will participate in a small group up to 3 times a week for 15 minutes. During this time (outside of Core instruction), the teacher will select a text and model (using a think aloud) connections in the text. Teacher will record thinking on an anchor chart. Students will use graphic organizers and sentence frames to verbally provide evidence from the text.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students identified for Title I/Lap Support will receive intervention for 30 minutes up to 5 days a week using Phonics for Reading Curriculum. ML students will receive small group ELL instruction up to 5 days a week. Students with IEPs that specify specially designed instruction in reading will receive small-group instruction in foundational reading skills, including phonics and answering w-questions based on passages read in class.

# 3rd Grade Math Goal

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

*By implementing Rough Draft Math and discussion strategies such as Turn and Talk, and using manipulatives (fraction strips, etc.) we will increase from 0% to 15% of students in 3rd grade meeting standard on 3.G.2, dividing shapes into equal parts, using unit fractions to describe each part by end of trimester two.*

## **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 Turn and Talk, Use of Manipulatives and rough draft math, teachers will use whole group instruction to support students in understanding 3.G.2 - Students will be able to divide shapes into equal parts, using unit fractions to describe each part. Additionally, students will monitor their progress by formative and summative feedback (quizzes and exit slips) This formative and summative feedback will be given daily and weekly by the teacher to each individual student.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in a small group focused on 3.G.2 - Dividing shapes into equal parts, using unit fractions to describe each part, two times per week for 10-15 minutes outside of core. The use of strategic groups will continue the work of implementing Turn and Talk, Use of Manipulatives and rough draft math.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

\*Whole Group Daily Lesson \*Small groups \*LRC intervention for students with IEPs \*One-on-one intervention/feedback Students with math services in LRC will participate in small group and individualized instruction using manipulatives and math games targeting fractions, as well as activities to develop foundational skills per their IEPs. General education teachers will implement accommodations in the classroom per students' IEPs.

# 3rd Grade ELA Goal

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

*By implementing discussion strategies such as Turn and Talk, close reading, highlighting, and graphic organizers we will increase from 15% to 30% of students in 3rd grade meeting standard on 3.RI.3, describing the relationship between ideas, using key words to show time, sequence, and cause and effect by end of trimester two.*

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

**STANDARD:** RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

**UNIT:** Schoolwide Reading Nonfiction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing discussion strategies such as Turn and Talk, close reading, highlighting, and graphic organizers, teachers will use whole group instruction to support students in understanding using language that pertains to time, sequence, and cause and effect while reading informational text. 3.RI.3 (describing the relationship between ideas, using key words to show time, sequence, and cause and effect) to ensure students are able to understand the cause and effect relationship as they read informational texts. Additionally, students will monitor their progress by viewing feedback from the teacher (exit slips, completion of graphic organizers with the gradual release model). Feedback will be given on a weekly basis with formative and summative assessments.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in a strategy group focused on identifying cause and effect relationships in informational texts outside of core 2 times per week for 15 minutes by close reading short texts and tracking their thinking using highlighters, sticky notes, and graphic organizers. Students will practice asking and answering questions about cause and effect. The teacher will use think aloud modeling and pose questions about time, sequence, cause and effect while we read. The teacher will provide tasks at various reading levels that provide practice for students to identify cause and effect relationships within the text at hand.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

\*LRC supports for students with IEPs \*Additional supports provided by LAP and Title 1 instructors

# 4th Grade Math Goal

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

*By implementing IReady Unit 4 lessons, the teacher will demonstrate fractions in both whole groups and small groups using video, interactive tutorials, anchor charts, manipulatives and practice. We will increase from 10% to 30% of students in 4th grade meeting standard on Unit 4 Fractions and Decimals: Addition, Subtraction, Multiplication and Time, Money, and Length.*

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

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

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student discourse strategies, including think/pair/share, talk moves, in every math lesson, teachers will use whole group instruction to support students in understanding (4.NF.B.3) a fraction  $\frac{a}{b}$  with  $a > 1$  as a sum of fractions  $\frac{1}{b}$  through discussions during the math lesson, sharing their student thinking and work with class, responding to classmates thinking, explicitly teaching the 8 mathematical practices. Additionally, students will monitor their progress by self-assessing their progress throughout the math lesson, setting goals and monitoring their progress and resetting goals and feedback will be given consistently each day during daily lessons, in student written work.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in a small group focused on 4.NF.B.3 Understand a fraction  $\frac{a}{b}$  with  $a > 1$  as a sum of fractions  $\frac{1}{b}$ . outside of core instruction 2 days per week for 30 minutes by differentiating and practicing information and prior methods taught during whole group instruction. Through classroom discussion, modeling demonstration, number talks, anchor charts, think-pair-share, and manipulatives.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students with math services in LRC will participate in small group and individualized instruction using manipulatives and math games targeting fractions, as well as activities to develop foundational skills per their IEPs. General education teachers will implement accommodations in the classroom per students' IEPs.



# 4th Grade ELA Goal

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

*By implementing non-fiction reading and writing, we will use modeling, anchor charts, small group instruction, sentence frames, summarizing and teacher and peer feedback students will increase from 10% to 25% based on the assessment created by the teacher and scored with a rubric, meeting standard on W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

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

**STANDARD:** W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**UNIT:** Other Writing Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student discourse strategies, including think/pair/share, talk moves, rough draft thinking, in every reading and writing lesson teachers will use whole group instruction to support students in understanding non-fiction text W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly, to ensure students are able to write and comprehend non-fiction text, through discussions during the reading and writing lesson, sharing their student thinking and work with class, responding to classmates thinking, explicitly teaching comprehension strategies for non-fiction. Additionally, students will monitor their progress by self-assessing their progress throughout the writing process setting goals and monitoring their progress and resetting goals and feedback will be given consistently each day during daily lessons, in student written work and through a posted rubric.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group instruction, leveled readers, graphic organizers for writer's workshop will be differentiated based on skill level, weekly conferring with individual students, peer to peer editing, buddy reading, Teacher-assigned scaffolded IReady lessons, weekly Easy CBM progress monitoring to determine growth and next steps.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Teacher will host small groups and 1:1 instructional sessions using leveled text, based on student ability so they can improve their skills to become independent readers, writers and thinkers. Students with reading or writing services on their IEPs will participate in small-group instruction that will focus on reading comprehension strategies, making meaning from read materials, and the use of graphic organizers to organize their thinking and plan their writing. Students will practice using text-to-speech and speech-to-text technology to facilitate reading and writing.

# 5th Grade Math Goal

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

*With daily implementation of high yield strategies such as Rough Draft Math and discussion strategies such as Turn and Talk, Sentence Frames, and Number Talks and "Try-Discuss-Connect" routines, we will increase student performance in the area of adding, subtracting, multiplying and dividing decimals to the hundredths place (5th grade standard on 5.NBT.7 priority standard) from 0% proficiency to at least 50% proficiency by the end of the third trimester.*

## **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 2 Decimals and Fractions: Place Value, Addition, and Subtraction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By daily implementing and modeling high yield discourse strategies, including rough draft math, number talk, and turn and talk, in every math lesson, teachers will use whole group instruction to support students in understanding adding, subtracting, multiplying and dividing decimals to the hundredths place (5th grade standard on 5.NBT.7 priority standard). We will also utilize a "catch and release" style of teaching and use peer tutoring to help give struggling students small group instruction and one on one help. Through discussion, students will share their thinking with their peers and respond appropriately with math talk. Additionally, they will use other strategies such as CUBES, the use of manipulatives, and partner talk each day in class to help develop a deep understanding of the math concept and promote critical thinking skills related to the standard. Students will monitor their progress through reflection and self-assessment using student/teacher created rubrics, and feedback from peers and teacher in each lesson. This gives all students a voice and opportunity to share ideas and discuss and reflect on their strategies.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in small group instruction 3 days a week for 15 minutes. This small group will focus on using strategies based on place value, basic addition, subtraction, multiplication and division. Teacher will model how place value is ten times larger than the place to the right, patterns in numbers when a decimal is multiplied or divided, reading and writing decimals using manipulatives, anchor charts and problem solving. Students will illustrate and explain using sentence stems, manipulatives, and peer to peer tutoring. This provides students with extra needs, the access for more learning opportunities.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Student with math services on their IEPs will participate in small-group learning activities focusing on place value and arithmetic operations. As needed, students will work on foundational math skills in accordance with their IEPs. Instruction will be support through the use of manipulatives and math games selected to support the development of targeted skills. Classroom teachers will follow the IEP protocol with scaffolding and concrete level supports on a daily basis.

# 5th Grade ELA Goal

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

*By implementing GLAD and student discourse strategies such as TPR, Sentence Frames, and small group instruction, we will increase student performance from 50% to 25% of students in 5th grade meeting standard on priority standard 5.RI.9, integrating information from several texts to read or write about a topic (determining main ideas, details and summarizing) by end of trimester three.*

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

**STANDARD:** RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**UNIT:** Other Reading Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student discourse strategies, including Socratic Seminar, Philosophical Chairs, Think/Pair/Shair, sentence frames, TPR, anchor charts and graphic organizers, teachers will use whole group instruction to support students in understanding main idea and details in informational text to summarize and be able to discuss and write about different perspectives on the same topic. Students will need to organize their thoughts and information on graphic organizers, use Cornell Notes, and inquiry and anchor charts to form a complete understanding of the topic. Additionally, students will monitor their progress by self-assessing their progress through reflection, using teacher/student created rubrics and peer editing and discussion in daily lessons.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in small group instruction three days a week for 20 minutes. This small group will focus on strategies using graphic organizers, text coding, cloze reading, and anchor charts to identify main idea and details of a text to summarize and discuss point of view of the author. Teachers will model the use of sentence frames, anchor charts and graphic organizer to identify key concepts, main ideas and details as well as author's perspective. Students will illustrate and explain their thinking using sentence frames, graphic organizers, pictorial notes and quick writes.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students with reading or writing services on their IEPs will participate in small-group instruction that will focus on reading comprehension strategies, making meaning from read materials, and the use of graphic organizers to organize their thinking and plan their writing. Students will practice using text-to-speech and speech-to-text technology to facilitate reading and writing.

# Kindergarten Math Goal

*Achieve a 36% pass rate for the selected standard by the end of the quarter.*

*By implementing the try discuss connect it, number talks, and using manipulatives we will increase from 21% to 36% of students in kindergarten meeting standard K.OA. A2 solve addition and subtraction word problems and add and subtract within 10, by using objects or drawings to represent the word problem.*

## **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

By implementing manipulatives, peer tutoring, and rough draft math, student proficiency will increase from 21% to 36%. Students will understand word problems and add and subtract within 10. The teacher will progress monitor by using daily observation and exit tickets.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Reinforcing the standard related to understanding addition and subtraction word problems, students will participate in a small group 3 times a week for 15 minutes. During this time (outside of Core instruction), the teacher will give students many opportunities to model ways numbers can be decomposed. Teacher will provide a variety of manipulatives for students to show their thinking such as linking cubes, square tiles, math mats, five/ten frames, counters. The teacher will monitor progress by using objects or drawings to represent the problem, giving hands on opportunities in small group and observing and by exit tickets.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

# Kindergarten ELA Goal

*Achieve a 63% pass rate for the selected standard by the end of the quarter.*

*By implementing turn and talk, sentence frames, Socratic Seminar, and consensus boards, we will increase from 48% to 63% of students in kindergarten meeting standard on RFK.4.*

## **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 turn and talk, Socratic Seminars, consensus boards, and sentence frames teachers will use whole group instruction to support students in understanding RFK.4 to ensure students are able to read emergent text with purpose and understanding. Additionally, students will monitor their progress by goal setting and self-assessment. Feedback will be given consistently each day during daily lessons and assignment completion.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in a small group focused on RFK.4 outside of core instruction 3-4 times a week for ten minutes using expert groups, acting it out, modeling and questioning.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

# SEL Goal

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

*By implementing GAT lessons with culturally relevant materials, supplementing with Zones Check-Ins, mini lessons, morning and afternoon meetings with check-ins, restorative circles, and counselors doing HIB Second Step Lessons, we will increase the % of students who feel safe at school from 44% to 80% and the % of students who are good at finding the best solutions to problems from 40% to 80%.*

## ☰ Steps: how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

School wide supports to increase SEL include full implementation of the SEL GAT curriculum with fidelity in every classroom, daily morning and closing circles, restorative circles, Zones of regulations, use of Kelso's choices, bullying prevention lessons, and school-wide expectations with recognition

### STRENGTHENING ADULT SEL CAPACITY

Steps to increase Adult SEL include adult restorative circles, PD on Restorative Practices, De-escalation, and Culturally Responsive Teaching Practices. PD will be followed by systems of progress monitoring (implementation) and support (accountability). Staff will model practices, observe practices in classrooms, and regularly share success of new practices, analyze data, and add additional action steps.

# Behavior Goal

*Ensure 82% of students have behaviors NOT resulting in suspension or expulsion.*

*By implementing GAT lessons with culturally relevant materials, supplementing with Zones Check-Ins, mini lessons, morning and afternoon meetings (restorative circles) with check-ins, counselors doing HIB Second Step Lessons, we will decrease exclusionary rates from 18% to less than 10% by end of June 2022.*

## Root Cause Analysis

Students: sense of belonging (relationships with peers and adults), conflict resolution skills Staff: culturally responsive practices (both for relational capacity and instruction/assessment), skill in de-escalation

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

McCarver is focusing on the competency of self-awareness as reflected in Action steps 1 and 2

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Staff will focus on self-awareness and developing positive relationships with students such as morning meetings, restorative circles, explicit SEL GAT lessons, 2x10s, small group instruction taught by the Counselor and check-in/check-outs with individual students.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

(Tier 2) Utilize universal screener to identify students for 2X10s and other Tier 2 menu options. Inform staff about Tier 2 team and supports available. Reinforcing the CORE GAT curriculum, identified students will receive additional small group instruction (as needed) to support in understanding how to identify, express, and regulate their emotions. Students will respond to situations and problem solve through role playing, using I-messages, sentence frames, read aloud, and small group/individual discussion

