

Downing Elementary School

Continuous Achievement Process & Plan

2023 Quarter 2

The purpose of our Downing CAP Plan (Continuous Achievement Plan) is to increase educational excellence for our students by reaching high standards. Our staff will do this by working collaboratively with grade level teams to build goals that ultimately help with student success. Common formative assessments and goals will help guide teachers in building instructional strategies to use for all students in preparing them to reach grade level standard or above.

Our Vision

Downing's vision is to: -Set high standards and expectations for all -Utilize data and best practices in the classroom which help with directing instruction for students at the highest level. Utilize data and best practices to direct instruction -Collaborate with peers, parents, and community to impact student learning Support implementation of school-wide Positive Behavior Interventions and Supports

Our Mission

Downing Elementary School's mission is to prepare students to attain academic excellence through a partnership of families, students, and staff. Downing elementary goal is to create critical thinkers who can be problem solvers.

1st Grade Math Goal

Achieve a 89% pass rate for the selected standard by the end of the quarter.

S- By May, 2023 89% of first grade students will meet standard for numbers and operations. M- as measured by pre/post assessments, CFA's and exit tickets. A- We will use the single point rubric to measure progress and provide feedback to our students. R- Every 1st grader will make progress toward meeting the numbers and operations standard. T- February 3, 2023 to May 7, 2023. I- We will use manipulatives, drawing, visuals and technology tools with math talk. E- We will work with small groups and individuals to ensure that everyone gets the instruction that they need.

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

Manipulatives: Concrete models that students can use to show and work with representations of mathematical concepts Classroom Discussion - Talk Moves Number Talks Consensus Board Sentence Stems Think Pair Share Exit Tickets - To inform future whole group or small group instruction Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: - Presenting a rigorous, grade level task using the three reads protocol - Guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse - Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representation Check for understanding throughout lesson and adjust when needed

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with additional problems using concrete representations/manipulatives to move from physical, to visual, to symbolic representation - providing sentence stems for conversation Feedback - One-on-one conferring, student/teacher conferences, goal setting, reviewing current iready and class work with students. How to Give Effective Feedback to Your Students Visible Learning Feedback By John Hattie and Shirley Clarke Progress monitor/check for understanding/formative assessments

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Ongoing communication with fellow teachers regarding progress and needs of students.

1st Grade ELA Goal

Achieve a 72% pass rate for the selected standard by the end of the quarter.

S- By May 7th, 2023 70% of first grade students will meet standard for reading fluency. M- as measured by pre/post assessments, CFA's and exit tickets. A- We will use the single point rubric to measure progress and provide feedback to our students. R- Every 1st grader will make progress toward meeting the phonics expectations of the reading fluency standard. T- February 3, 2022 to May 7, 2023. I- We will use manipulatives like letter tiles to play with word making, drawing, visuals and technology tools to support our phonics. E- We will work with small groups and individuals to ensure that everyone gets the instruction that they need.

Curriculum: the standards and units we are targeting

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

UNIT: Phonics Unit 4 Word Builders

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Explicit phonics instruction Whole group core ELA instruction using mentor text Check for understanding throughout the lesson to inform instruction Exit ticket to inform instruction Feedback is defined as relating to actions or information provided by an agent (e.g. teacher, peer, parent) that provides information regarding aspects of one's performance or understanding. Feedback is the information about the task that fills a gap between what is understood and what is aimed to be understood. A way to provide ongoing feedback throughout the lesson is by using a rubric - Single Point Rubric Template.docx (sharepoint.com) Utilize intentional planning using the lesson planning document from the K-5 Literacy Framework (page 5D) as a guide; in all whole group and Classroom Discussion - Sentence Stems Think Pair Share

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

One-On-One Conferring: Set reading goals, review iready and DRA data, discuss current books the student is reading, review writing and discuss process, read together, ask questions about their book, running record, progress monitor. Guided Reading groups - If students are below grade level Strategy Reading Groups for students that are on or above level Exit tickets to inform future instruction Using assessment data gathered during Action Step 1, identify common needs using the TPS single-point rubric for the standard. Provide instruction and feedback in a flexible strategy group(s) (K-5 Literacy Framework 23(G)); monitor progress using the Nonfiction - Student Performance Checklist for Reading, and TPS single-point rubric for the standard

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Ongoing communication with fellow teachers regarding progress and needs of students.

2nd Grade Math Goal

Achieve a 55% pass rate for the selected standard by the end of the quarter.

There are 39% of 2nd grade students meeting the standard 2.NBT.B.7. By May 2023, the percent of students meeting the standard will increase to 55% as measured by Comprehension Checks, Unit Assessments, and/or Spring i-ready Diagnostic from Ready Classroom. 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: 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: - Presenting a rigorous, grade level task using the three reads protocol - Guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse - Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representation

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: - additional problems - using concrete representations/manipulatives to move from physical, to visual, to symbolic representation - providing sentence stems for conversation

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Ongoing communication with fellow teachers, Andrea Borell (LRC) & Stacey Amsden (IC), regarding progress and needs of students.

2nd Grade ELA Goal

Achieve a 72% pass rate for the selected standard by the end of the quarter.

57% of 2nd grade students are meeting the standard of RL.2.2 (Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral). By May of 2023, the percentage of students meeting standard will increase to 72% as measured by lesson assessment and i-Ready diagnostic assessments. We will accomplish this establishing an inclusive and equitable learning environment that adheres to grade-level content and shifts from remediation to support and scaffolding.

Curriculum: the standards and units we are targeting

STANDARD: RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

UNIT: Other Reading Fiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole Group Instruction: Instruction, when possible, will follow the gradual release of responsibility model with teacher first explaining standard using the think aloud method, then students working with the teacher to complete the task as well as explaining thinking, where possible students working with a partner or small group next where they again explain their thinking, and finally students working independently to demonstrate their understanding of the standard. Checks for understanding throughout the lesson/unit will inform instruction as well as to determine who needs additional support. Schoolwide and teacher created exit tickets and assessments will be used. Feedback will be on-going and timely in order for students to learn from mistakes (our class culture is that mistakes are one of the best ways humans learn according to brain research so they are valuable parts of the learning process). Feedback will also let students know if they met standard, how close they came, what they need to do differently next time and based overall on a model of coaching (you did this well, work on this, try again, now you succeeded here and can work on this - breaking it down into smaller more manageable areas of growth). Feedback will also include sharing our thinking with others so students learn what others are thinking about the central message, lesson or moral and why as well.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small Group Instruction: Small guided reading groups that target specific needs of each group will help reinforce the standard of central message, lesson or moral. Discussion and thought processes will be actively encouraged during this time. Monitoring of student dialogue through note taking as well as periodic exit tickets may be utilized to inform instruction moving forward.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

On-going communication with fellow teachers Andrea Borell (LRC) and Stacy Amsden (IC) regarding progress and needs of students.

3rd Grade Math Goal

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

S - By May 5, 2023 25% of 3rd grade students will meet standard. M - Comprehension Checks, Unit Assessments, and exit tickets from iReady Math A - Use the single point rubric for 3.OA.c.7 throughout the entire goal window, to provide feedback for each student. R - Every 3rd grade student will show growth in their understanding of the standard 3.OA.C.7 on the single point rubric. T - February 27-May 5 I - Intentionally invite students to engage in math instruction personalized by their needs/data. E - Use whole group, small group and 1:1 instruction based on student centered strategies

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 3 Multiplication: Finding Area, Solving Word Problems, and Using Scaled Graphs

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen (teaching) instructional Strategies of Mathematical Teaching Practice 3: Using and connecting mathematical representations by: -Anticipating what students will do and where they will go with the math - Monitoring student discourse - Selecting student thinking - Sequencing student thinking to present/discuss - Connecting student thinking and offer opportunities to challenge/make sense/revise

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Use (teaching) instructional strategies to engage a small group of students in a new problem focusing on Mathematical Teaching Practice 3: Using and connecting mathematical representations by: - using concrete representations/manipulatives to move from physical, to visual, to symbolic representations - providing question and sentence stems for conversation - encouraging revoicing and the trying out of classmates' strategies - discussing how student thinking is alike and different

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Within intervention outside the classroom, students will receive support based on their IEP, LAP, and EL plan.

3rd Grade ELA Goal

Achieve a 55% pass rate for the selected standard by the end of the quarter.

S - By June 3rd, 2023, 55 % of 3rd grade students will meet standard. M - Savvas Progress Check-Ups, Savvas Cold Reads for Comprehension, iReady Comprehension Checks, iReady Spring ELA Diagnostic A - Use teacher and peer feedback within the classroom as well as between both 3rd Grade classrooms to state goal(s), note schema/progress, and identify next steps to progress and achieve the goal. R - Every 3rd grade student will show growth in their understanding of the standard RL.3.9 on both formative assessments and the Spring diagnostic test. T - February 27-May 5 I - Intentionally invite all students to engage in reading instruction, discussion strategies, and feedback, personalized by their needs/data. E - Use whole group, small group and 1:1 instruction based on student-centered strategies. Materials used for instruction will be diverse and include varied perspectives, not just the most commonly represented traditional settings, plots, and themes.

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

Whole group strategy: Student-to-Student Talk– Leverage Turn, Talk, and Share as well as peer feedback structures (and add in more opportunities as needed).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group strategy: Differentiated Support– Implement as-needed Strategy Group lessons matched to student need using the Teacher-Led Option: Strategy Group lesson during reading workshop.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will receive individualized instruction according to supports listed on their IEPs and/or strategies for personalized instruction listed on their iReady Diagnostic reports. This includes LRC, LAP, and MLL services as well as 1:1 conferring and peer support in the classroom.

4th Grade Math Goal

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

There are 12% of 4th grade students meeting the standard of G.A.2. By May 3, 2023, the percent of students meeting the standard will increase to 30% as measured by Comprehension Checks and Unit Assessment from iReady Classroom. 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.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

UNIT: Unit 5 Geometry and Measurement: Figures, Classification, and Symmetry

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: - Presenting a rigorous, grade level task using the three reads protocol - Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representations

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: - additional problems - providing sentence stems for conversation

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Within intervention, outside the classroom, students will receive support directly related to their IEPs or based on their high needs, meet in a small group.

4th Grade ELA Goal

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

There are 16% of 4th grade students meeting the umbrella standard W.3 (Narrative Writing). By May 5, 2023, the percent of students meeting the standard will increase to 30% as measured by the progress check-ups, summative assessments, common formative assessments & exit tickets. We will accomplish this by establishing an inclusive and equitable ELA culture that adheres to grade level content and shifts from remediation to support and scaffolding.

Curriculum: the standards and units we are targeting

STANDARD: W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

UNIT: Other Writing Narrative Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

o Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed o Formative Assessment: Utilize Quick Checks to determine small group instruction

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

o Differentiated Support: Using formative assessment, identify the discrete foundational skills and reading, writing, and language skills [a student(s)] needs, and choose lessons that align from myFocus Intervention

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Ongoing communication with fellow teachers, LRC & LAP, to monitor progress of writing goals and the needs of students.

5th Grade Math Goal

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

By May 2023, 60% of 5th grade students will meet standard using comprehension checks, unit assessments, and exit tickets from iReady Math using the rubric for 5.NBT.B.7 throughout the entire goal window to provide feedback for each student. Every 5th grade student will show growth in their understanding of the standard 5.NBT.B.7 on the rubric. The timeline is February 2023, through May 2023. Students will intentionally be invited to engage in math instructions personalized by their needs and data. This will be achieved using whole group, small group and 1:1 instruction based on student centered strategies.

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

Strengthen (teaching) instructional Strategies of Mathematical Teaching Practice 3: Using and connecting mathematical representations by: - Anticipating what students will do and where they will go with the math - Monitoring student discourse - Selecting student thinking - Sequencing student thinking to present/discuss - Connecting student thinking and offer opportunities to challenge/make sense/revise

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: additional problems using concrete representations/manipulatives to move from physical, to visual, to symbolic representation providing sentence stems for conversation

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will be provided additional support both in the classroom as well as through specialty designed instruction.

5th Grade ELA Goal

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

Students will be able to clearly state an opinion on a given subject and support with reasons and evidence. As students become more proficient, they will be able to use several resources to support point of view in an attempt to persuade the reader. The goal is to go from 34% proficient, according to Savvas' January preassessment to 60% proficient on Savvas post-assessment in April using daily Savvas writing lessons, classroom-based assessments, and peer and self-scoring guides to analyze student work.

Curriculum: the standards and units we are targeting

STANDARD: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

UNIT: Other Writing Opinion Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole Group/Classroom Strategies and Practices o Teaching Routines: Leverage daily classroom routines in Savvas to maximize learning time o Student-to-Student Talk: Leverage Turn, Talk, and Share (and add in more opportunities as needed) o Differentiated Support: Utilize ELL Language Transfer: Cognates when appropriate o Developing Vocabulary: Create Academic Vocabulary Word Wall for new words generated throughout the unit o Teacher Clarity: Refine lesson timing - Set a GL team goal to meet the Suggested Daily Times for the minilessons in reading and writing workshop o Instructional Strategies: Leverage the Think Aloud process during Read Aloud o Formative Assessment: Utilize Quick Checks to determine small group instruction o Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small Group Strategies and Practices o Differentiated Support: Implement as-needed small group instruction using ELL Targeted Support to address emerging, developing, and/or expanding/bridging language needs o Differentiated Support: Implement as-needed Strategy Group lessons matched to student need using the Teacher-Led Option: Strategy Group lesson during reading workshop o Formative Assessment Driven Instruction: Using formative assessment, identify which areas of reading need deeper learning; use the Reading Routines Companion to teach each skill as needed

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Selected students are receiving EL or LRC support. They will continue to receive individualized instruction based on IEP goals.

Kindergarten Math Goal

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

S- There are 41% of students meeting standard K.OA.A.2. By May 2, 2023 67% of students will move from below standard to meeting standard K.OA.A.2 M- Exit tickets from iReady Math, Unit Assessment, Kindergarten Math Portfolio Assessments, Comprehension. A- Single point rubric visual for individual students to see their progress towards mastery. R- Every kindergarten student will show growth in their understanding of the standard on the single point rubric. T- February 2, 2023-May 1, 2023. I- Intentionally invite students to engage in math instruction personalized to their needs/data. E- Use whole group, small group, and 1:1 instruction based on student centered strategies. We will accomplish this goal through implementing a variety of strategies that build an inclusive and equitable culture that represents a wide variety of learners. Students will have equal access to resources, manipulatives, relevant visuals, and technology.

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

Classrooms teachers will provide daily whole group math instruction. Teachers in Kindergarten will use the Ready Classroom curriculum to help students gain a better understanding of the number partners for 10. All students will have access to Math I-Ready computer program for 30 minutes 3x per week to reinforce counting and comparing numbers. Kindergarten teachers will goal set with ALL parents of kindergarten students in March. Action Steps: Daily Whole Group Math Lessons, weekly addition work on whiteboards using drawings, pictures and numbers, independent student work (lessons and sessions), I-Ready computers 3x week for 30 minutes, relevant classroom visuals.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Kindergarten staff will provide daily small group targeted instruction for 15 minutes to meet the individual needs of our CAP students. Kindergarten staff will progress monitor CAP students every 2 weeks on adding within 10. Teachers will confer with CAP students 1:1 to goal set and discuss next steps toward fluently adding within 10. This will help students to understand what is necessary to move forward in small group and independent work. Action Steps: Manipulatives to count, laminated work mats to use with manipulatives, individual math tool kits.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier 3 students will receive target support outside the classroom that aligns with their IEP goals as well as their classroom goals. The content focus for tier 3 students in kindergarten is to be able to add fluently within 10. By implementing peer to peer interventions and small groupings, students will improve their understanding of the foundational concept of K.OA.A.2 in an effort to close the gap with their general education peers. This intervention will take place daily in the LRC classroom with the LRC teacher.

Kindergarten ELA Goal

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

S- By May 1, 2023 40% of students will move from not meeting standard to meeting standard. M- Unit Assessments, Kindergarten portfolio, Exit ticket from Lucy Calkins, Comprehensive Checks. A-use a single point rubric for RF.K3a throughout the entire goal window, and to provide feedback for each student. R- Every kindergarten student will show growth in their understanding of the standard RF.K3a on the single point rubric. T- February 3, 2023 -May 2023. I- Intentionally invite student to engage in literacy instruction personalized by their needs/goals. E- Use whole group, small group, and 1:1 instruction based on student centered strategies.

Curriculum: the standards and units we are targeting

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

UNIT: Phonics Unit 4 Vowel Power

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Classroom teachers will provide daily whole group ELA instruction including whole group reading and phonics instruction using the Lucy Calkins lessons. Teachers in kindergarten will use the Lucy Calkins Units of Study in Phonics online daily lessons. Students will gain a better understanding of letters and blend sounds to read common sight words and emergent reader texts. All students will have access to ELA iReady computer program for 20 minutes 3 times per week to reinforce letters and letter sounds and gain the skills necessary to read emergent texts and identify common sight words. Kindergarten teachers will goal set with ALL parents of kindergarten students in March. Action Steps: weekly alphabet homework, iReady computer lessons 3 times per week, alphabet movement songs, whiteboard student work, alphabet bean bag toss repeating letter name and sound, alphabet sound bingo one time per week.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Kindergarten staff and building para educator will provide daily small group targeted instruction for 15 minutes daily to meet the individual needs of our CAP students. Kindergarten staff will progress monitor CAP students 2 times per month on letter sounds. Teachers will confer with CAP students 1:1 to goal set and discuss next steps towards reading emergent texts. This will help students to understand what is necessary to move forward in small group and independent work. Action Steps: daily phonics work including letter names and letter sounds, segmenting blending and substituting in words and matching letters to sounds and matching lowercase letter to uppercase letters.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will receive target support outside of the classroom that aligns with their IEP goals as well as classroom goals. The content focus for Tier 3 students in kindergarten is to be able to read emergent text with purpose and understanding. By implementing peer to peer interventions and small groupings, students will improve their understanding of the foundational concept of RF.K3a in an effort to close the gap with their general education peers. This intervention will take place daily in the LRC classroom with the LRC teacher.

SEL Goal

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

Based on the student and teacher SEL survey, students will move from an average of 67% competency with relationship skills to 80% competency in problem-solving with people who are not their friends

☰ Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

All classrooms will spend time during the day teaching the Getting Along Together curriculum, Zones of Regulation, and/or in community circles. To promote student self-regulation, every student space (classrooms, lunchroom, specialist, recess) at Downing Elementary will implement a reset area where students will have access to calming tools. Students will fill out "stop and think" forms from Getting Along Together during their reset to reflect on their feelings and consider a variety of ways to solve the problem. Teachers will use "stop and think" forms to dialogue with students about their interpersonal conflicts and talk about what relationship skills they can use to solve them. When conflict arises, restorative practices will be utilized to find ways to resolve problems and make amends without exclusion. Downing will work to have a schoolwide participation and determine/carry out support for staff/students as required.

STRENGTHENING ADULT SEL CAPACITY

Downing will provide a schoolwide protocol for SEL implementation including examples. Downing will provide professional development opportunities around equity.

Behavior Goal

Ensure 90% of students have behaviors NOT resulting in suspension or expulsion.

The percent of behaviors resulting in exclusionary discipline will decrease from 20% for the 2021-22 school year to 5% by January 2023.

Root Cause Analysis

We will develop our cultural awareness, learning partnerships, community of learners, and considerations for information processing. We will ensure that we are providing multiple means of engagement, representation, and action/expression in order to meet the needs of every student.

Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

Downing staff recognizes that our practices will determine the outcomes for our students. 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 will decrease exclusionary discipline from 15 % to 5 %.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

All classrooms will spend time each day teaching the Getting Along Together curriculum, Zones of Regulation, and/or in community circles. To promote student self-regulation, every student space (classrooms, lunchroom, specialist, recess) at Downing Elementary will implement a reset area where students will have access to calming tools. Students will fill out "stop and think" forms from Getting Along Together during their reset to reflect on their feelings and possibly prevent behaviors that could require exclusion. Teachers will use "stop and think" forms to dialogue with and build relationships/trust with their students. When conflict arises, restorative practices will be utilized to find ways to resolve problems and make amends without exclusion.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Downing students who have IEPs experienced exclusionary discipline during the 2021-22 school year. These are the student groups that show a disproportionate discipline rate and make up a significant portion of the population in our school. In other words, these groups had the highest number of total children being excluded from school. To address these disparities, our staff will create educational opportunities for teachers around culturally responsive practices and monitor/respond to disciplinary data in correlation with student identity. Our counselor will work on individual intervention plans and monitor/respond to disciplinary data in correlation with students who have IEPs. Our counselor will hold weekly lunch friendship and social skill groups.

