

## Boze Elementary School

# Continuous Achievement Process & Plan

### 2023 Quarter 2

*At Boze Elementary, we are committed to providing outstanding standards-based instruction and assessment with the lens of whole child and equity. We prioritize learning in a PBL/STEAM environment and our Continuous Achievement Plans help us focus on specific standards that our staff and relevant data shows we need continued focus.*

#### **Our Vision**

Boze will adhere to the principles of an ELA and Math Workshop taught through the lens of STEAM by TAF. Our common agreements are The Technology Access Foundation's Pillars of Equity, Interdisciplinary project-based learning, STEM Integration, Educational Technology, and College Readiness. We endeavor to create a learning atmosphere that is influenced by, and responsive to, the learning interests and needs of the students and community we serve.

#### **Our Mission**

It is our mission to help each child find the keys to unlock the door leading to their greatest potential... Our mission is reflected in our school motto: "Learning today is the key for tomorrow"

# 1st Grade Math Goal

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

*There are 35% of 1st grade students meeting the standard of 1.OA.C.6. By June 1, 2023 the percent of students meeting the standard will increase to 40%, including 20% Latinex/Hispanic students as measured by comprehension checks and unit assessment from Ready Classroom. We will accomplish this by establishing an inclusive and equitable math culture using whole group, small group, and 1:1 structures that adhere to grade level content and shifts from remediation to support and scaffolding.*

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

**STANDARD:** 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Classroom teacher will work with all students during math meeting daily for 10 minutes with the concepts of making teen number equations and number of the day.  
High yield strategy focus: math talk/discourse

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Classroom teacher will work with tier 2 students every other day in small groups for ten minutes on number concepts to identify, compose and decompose teen numbers. High yield focus: feedback.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Classroom teacher will work 1:1 with identified students for 4 minutes per day using manipulatives to model addition and subtraction equations following the current classroom lesson.

# 1st Grade ELA Goal

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

*There are 35% of 1st grade students meeting the standard of reading with sufficient fluency and accuracy to support comprehension, including 25% Latinx/Hispanic students. By June 1, 2023 this number will increase to 40% Latinx/Hispanic students as measured by the iReady digital reading assessment. We will accomplish this through implementing a variety of strategies that build an inclusive and equitable culture that represents a wide variety of learners like individual feedback and small group instruction.*

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

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

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Classroom teacher will meet daily in a whole class group to review phonics routines including letter names and sounds, CVCe/vowel team blending and segmenting, and high frequency word lists. Using the high yield strategy feedback.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Classroom teacher will meet 3 times per week with small group structure to reinforce multiple-syllable words with predictable sound spelling patterns, using manipulatives from the literacy curriculum such as letter magnets, whiteboards, and word sorts.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students receiving EL support will participate in a language-focused small group 2-3 times a week for 25 minutes. Instruction will include building background knowledge, vocabulary development, and oral language fluency through guided reading and writing with a focus on RF.1.4 Reading with sufficient accuracy and fluency to support comprehension. The EL teacher will provide feedback on progress and set goals with students through conferring. Progress data will be shared with classroom teachers.

# 2nd Grade Math Goal

*Achieve a 31% pass rate for the selected standard by the end of the quarter.*

*There are 16% of 2nd grade students meeting the standard of 2.NBT.B.5 We will focus on students who are two or more grade levels behind and by May 28th 2023, we will increase the percentage of students meeting the standard to 31% as measured by Comprehension Checks and Unit Assessment 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 and using base ten manipulatives for every problem - 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 -We will do this 5 days a week for 15-20 minutes.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

- Engage a small group of students 3 days week for 15 minutes 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

In addition to core instruction, Students receiving Math Special Education services will participate in small group instruction for 30 minutes 3 times a week with a focus 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. 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 standard The support teacher will model the relationship between addition/subtract fact families as a basis for fact knowledge. The support teacher will also model how to draw visual representation of the number \*up 1000. The teacher will also model how to base 10 blocks to use for addition/subtraction of numbers up to 1000. The support teacher will also model how to add/subtract using regrouping/borrowing using the visual model/base 10 blocks. The students will use a version of try, discuss, connect that they use in their general education classrooms. Progress will be monitoring by exit slips, immediate feedback using the student activities during group, and it will be brought to the PLC to inform the classroom teachers of progress.

# 2nd Grade ELA Goal

*Achieve a 34% pass rate for the selected standard by the end of the quarter.*

*There are 19% of 2nd grade students meeting the standard of Reading Informational (Text RI.2.6)- Identify the main purpose of a text, including what the author wants to answer, explain or describe. We will focus on students two or grade levels behind, 35% of our students. By May 28th, 2023, we will increase the percent of students meeting the standard to 34% as measured by "Meeting" on the iReady Spring diagnostic.. One way we will accomplish this is through implementing a variety of strategies that build an inclusive and equitable culture that represents a wide variety of learners.*

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

**STANDARD:** RI.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

Utilize intentional planning using the lesson planning document from the K-5 Literacy Framework (page 5D) as a guide; in all whole group and small group ELA lessons, increase student discussion using the Text Discussion Protocol - Schoolwide and What Are Peer Partnerships? from the K-5 Literacy Framework.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Using assessment data gathered during Action Step 1, identify common needs using the TPS single-point rubric for RI.1.6; 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 RI.1.6.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, Students receiving TITL/LAP services will participate in small group instruction for 30 minutes, 5 times a week with a focus on RF 1.4 standard. LAP/Title 1 teachers will teach phonics, using Blast and/or Phonics for Reading programs, and "Acadience" and PfR progress monitoring to build decoding skills. Students will practice aloud, in writing, and with grapheme tiles.

# 3rd Grade Math Goal

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

*25% of third-grade students will meet or exceed their grade level standard on the iReady Diagnostic in the geometry domain by the end of quarter 2. Our focus group will be Latinx students. Currently, 0% of Latinx students are on grade level in the geometry domain. Students will have access to online tools and manipulatives as needed.*

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

**STANDARD:** 3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

**UNIT:** Unit 6 Shapes: Attributes and Categories, Perimeter and Area, and Partitioning

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Instruct student in names, attributes, and categories of 2D Shapes by: - reviewing and reteaching 2nd grade standards tied to shapes (Geometry) - using whole group, partner, and small group instruction. - use the Try-Discuss-Connect with a focus on shapes/geometry. - additionally, students will monitor their own progress by reviewing strategies. - feedback will give when exit slips and quizzes are complete

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 20 minutes, 1 time a week with focus on geometric standards. Teacher will review understanding of names, categories, attributes and partitioning of shapes. Students will use manipulatives to review strategies. Progress will be measured by exit slips, quizzes, and consistent feedback.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving Math Special Education will participate in small group instruction for 30 minutes, 3 times a week with focus on 3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape standard. The support teacher will model the partition shapes into equal parts. The support teacher will also model how to express the area of each partition. The support teacher will use visuals and shading to demonstrate the partition of the shape(s). Students will use visuals to partition various shapes into equal parts and label each area. Progress will be measured by exit slips and immediate feedback to bring back to the PLC and share with classroom teachers.

# 3rd Grade ELA Goal

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

*70% of third grade students will score one grade level below or higher on comprehending informational text on the Spring iReady Diagnostic. Our focus group will be students who are 2 or more grade levels below.*

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

**STANDARD:** RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**UNIT:** Schoolwide Reading Nonfiction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing interactive read alouds and modeling of 2-column notes and graphic organizer teachers will use whole group and small groups to support students in understanding of main idea and details. Additionally, students will monitor their progress through CFA review and revision.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in individual and small group instruction for 20 minutes, 1 time a week with a focus on main idea and details. Teachers will confer with students using select informational text and graphic organizers. Progress will be measured by CFAs, graphic organizers, and consistent feedback.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving Title 1 services will participate in small group instruction for 30 minutes, 3-5 times a week with a focus on standard RF 3.3 (Know and apply grade-level phonics and word analysis skills in decoding words.) and RF 3.4 (Read with sufficient accuracy and fluency to support comprehension.). Support teachers will screen students whose scores are in Instructional Groupings 1 or 2 on the Fall or Winter iReady, using the Phonics for Reading program. Students will be taught in small groups according to their needs. Progress will be measured by exit slips, consistent feedback, and once monthly Phonics for Reading progress monitoring, and brought to PLC meetings to inform classroom teachers of progress.

# 4th Grade Math Goal

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

*Given a set of multi-step word problems, student will solve the equation using the four operations with 80% accuracy in 2/3 trials.*

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

**STANDARD:** 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**UNIT:** Unit 2 Operations: Multiplication, Division, and Algebraic Thinking

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The teacher will work with students in a whole group setting 5 times a week for 35 minutes to practice solving word problems using the four operations. Students will work both independently and as a table group to make sense of problems, carry out the necessary operations, check their answers for reasonableness and explain their thinking through talking to their table groups and showing their work process.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will work in leveled small groups for intensive foundational focused lessons to learn specific strategies for making sense of a problem and carrying out the necessary operations 2 times a week for 30 minutes. They will receive additional small group support 1-2x a week for 30 mins with a support staff member.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core, students receiving Intervention services in math will participate in small group instruction for 15 to 30 minutes 4 or 5 days per week. Interventionists will communicate with classroom teachers and guide student practice for operations and measurement. Ex: Pre-teach concrete examples and visuals for content vocabulary by including learning supports such as manipulatives, teacher modeling, charts, word and picture wall, First language text and/or support if needed, pictures and illustrations, sentence frames.



# 4th Grade ELA Goal

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

*When given two passages on the same topic, the student will be able to summarize the main topic of the texts and provide evidence to support their inferences by using 3 specific pieces of evidence found in the texts.*

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

**STANDARD:** RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**UNIT:** Schoolwide Reading Nonfiction

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

When studying a given topic, student will use information from two text of the same topic and gather 5 facts from each text with 80% accuracy in 2/3 trials.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

When studying a given topic, student will use information from two text of the same topic and gather 3 facts from each text with 80% accuracy in 2/3 trials.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core, students receiving Title 1/LAP, EL, and/or SpEd services will participate in small group instruction for 30 minutes 2 to 5 days per week. LAP/Title Interventionists will screen students who score in instructional groupings 1 or 2 on the January iReady, using the Phonic for Reading materials. Students will be taught in small groups according to their needs. There are materials for monthly progress monitoring by the teacher. Students track their progress toward each goal by identifying which patterns they have and which they still need to move to multi-syllabic decoding in the Rewards program and applying their phonics skills to decode and comprehend books. Using letter sounds and patterns to spell supports writing by enhancing student ability to put ideas in print and by increasing their ability to reread their compositions.

# 5th Grade Math Goal

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

*By the end of term 3, the amount of students scoring proficient on the standard of 5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem will increase from 11% to 36%. Our focus group will be students that scored 2 or more grade levels below on the i-Ready Fall diagnostic.*

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

**STANDARD:** 5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

**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

By implementing the use of fraction bars, number lines and area models, teachers will use whole group and partner instruction to support students in understanding multiplication of fractions and mixed numbers (5.NF.B.6) to ensure students are able to multiply fractions and mixed numbers through a variety of problem situations with a focus on representing work with a model. Additionally, students will monitor their progress by the use of exit slips and feedback will be given by the teacher 2-3 times a week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, 2 times a week with a focus on solving multiplication problems involving fractions and mixed numbers (5.NF.B.6). Teachers will give a variety of multiplication problems involving fractions and mixed numbers. Students will explain their reasoning using concrete models, pictures, words, numbers. 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 core instruction, Students receiving Math Special Education services will participate in small group instruction for 30 minutes 3 times a week with a focus on 5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem standard. Support teachers will model how to identify the important numbers of the word problem, identify the question, and how to multiply fractions and mixed numbers. The support teacher will also model how to check the work by using a calculator. Students will follow the same procedure. Students may have access to a multiplication chart if fact knowledge is a concern. Focus will be on the process. Progress will be measured by exit slips, consistent feedback (teacher guided set up and multiplication fact as well as the process of multiplying fractions and/or mixed numbers knowledge) and brought to PLC meeting to inform classroom teachers of progress.

# 5th Grade ELA Goal

*Achieve a 68% pass rate for the selected standard by the end of the quarter.*

*By the end of term 3, the amount of students scoring proficient on the standard of RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably will increase from 43% to 68%, with a focus on non-proficient students.*

## **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 the use of the focused readers from the Savvas ELA pilot curriculum teachers will use whole group and partner instruction to support students in integrating and analyzing informational text in order to write or speak about a topic. (RI.5.9) Additionally, students will monitor their progress by the use of exit slips and feedback will be given by the teacher 2-3 times a week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, non-proficient students will participate in small group instruction for 15 minutes, 2 times a week with a focus on identifying similar and different pieces of evidence found in multiple texts (RI.5.9). Teachers will teach how to use a graphic organizer in order to organize information found in multiple texts. Students will create an organizational structure that groups ideas to support a statement of opinion on a topic. 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 core instruction, students receiving Title 1/LAP services will participate in small group instruction for 30 minutes, 3-5 times a week with a focus on standard RF 5.3 (Know and apply grade-level phonics and word analysis skills in decoding words.) and RF 5.4 (Read with sufficient accuracy and fluency to support comprehension.). Support teachers will screen students whose scores are in Instructional Groupings 1 or 2 on the Fall or Winter iReady, using the Phonics for Reading or REWARDS programs. Students will be taught in small groups according to their needs. Progress will be measured by exit slips, consistent feedback, and once monthly Phonics for Reading progress monitoring, and brought to PLC meetings to inform classroom teachers of progress.

# Kindergarten Math Goal

*Achieve a 32% pass rate for the selected standard by the end of the quarter.*

*The percentage of students that are proficient at counting with a 1:1 correspondence and identify numbers and quantities from 0-10 will increase to 32% through the use of manipulatives and guided instruction. The small group focus for this goal will be our Latinx students. Last year 11/30 Latinx students were proficient in this goal.*

## **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 2 Numbers 6-10: Counting and Writing, Comparing and Sorting

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing non-linguistic representations teachers will use whole group, partner, and small group instruction to support students in understanding K.CC. B.4 understand the relationship between numbers and quantities connect counting with cardinality to ensure students are able to represent numerical quantities through pictorial representation, numeral writing, counting with accuracy. Additionally, students will monitor their progress by self-assessing themselves with the rubric of pictorial representation, numeral writing, counting with accuracy and feedback will be given daily.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 15 minutes, 2 times a week with a focus on K.CC.B.4 standard. Teachers will reinforce the rubric and check for accuracy as students explain their thinking. Students will check for completion, review the rubric and recount for accuracy. 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

Preteach concrete examples and visuals for content vocabulary by including learning supports such as manipulatives, teacher modeling, charts, word and picture wall, first language text support (if needed), pictures/illustrations and sentence frames.

# Kindergarten ELA Goal

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

*The percentage of students that are proficient at composing informative/explanatory texts will increase to 43% through the use of phonemic knowledge, sentence stems, drawing/labeling, dictating, and guided instruction with a specific focus on our Latinx students. Last year with the same standard, 3/19 Latinx students performed at grade level by the end of the year.*

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

**STANDARD:** W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**UNIT:** Other Writing Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing summarizing and note taking (kindergarten style), teachers will use whole group, partner, and small group instructions to support students in understanding W.K.2 use a combination of phonemic knowledge, drawing, dictating, and writing to compose informative/ explanatory text in which they name what they are writing about and supply some information about the topic. To ensure students are able to draw and label pictures and communicate the topic through drawing, labeling, and communicating with a focus on drawing, labeling, and communicating. Additionally, students will monitor their progress by reviewing the rubric and feedback will be given once a week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 20 minutes 2 times a week with a focus on W.K.2 standard. Teachers will support students through beginning sound focus, sentence stems, and reviewing the rubric. Students will draw a picture, label their drawing with beginning sounds, and review the rubric. Progress will be measured by consistent feedback and brought to PLC meetings to inform instructional moves.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students will participate in small group studies for 15 minutes, 5 times a week with a focus on learning letter names and sounds. Support teacher will use instructional routines to reinforce first sound fluency and phoneme segmentation. Strategies to be used will include picture and poster support, realia and alphabet games to build vocabulary as they learn phonics. Growth will be monitored by monthly LAP/Title 1 assessment, using Acadience progress monitoring tools.

# SEL Goal

*Achieve a 100% pass rate for the selected standard by the end of the quarter.*

*By the end of May, 100% of Boze students grades KG-5th will know, understand, and use 8/8 vocabulary words related to self-awareness of uncomfortable emotions so that all students will enhance their ability to talk about and learn to Self-regulate and know how to make a plan to calm themselves down that works for them. As measured by the increase of peace corners from 23% to 100%, 100% use of morning meetings in every classrooms and use of vocabulary strategies for all students to understand and have in class plans to manage and support uncomfortable emotions.*

## ☰ Steps: how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

Team will make visible the expectations, team will support teachers with help towards implementation of the signature practices in vocab. and SEL: Use of circles, peace corners, and student discourse strategies.

### STRENGTHENING ADULT SEL CAPACITY

March PD on Peace corners to hear from early adopters and gain understanding on this as a trauma informed practice, April PD to highlight use of circles and vocabulary strategies to increase all students access to discourse and talking about emotions. Push in support for every grade level to help teachers access strategies and have a collaborative partner in these signature practices.

# Behavior Goal

*Ensure 99% of students have behaviors NOT resulting in suspension or expulsion.*

*Boze staff will co-create a visible matrix of classroom and office managed behaviors, and examine groups in the referral process so that MTSS systems of support reduce repeat office managed behaviors so that 99% of all students do not receive a suspension.*

## Root Cause Analysis

Visible systems of support and expectations, Review of expectations for the MTSS process for behavior, More known systems of praise and rewards for students who are doing well most of the time, SEL support for our students of color served in Sped.

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Of our 59 office managed referrals there is no uniformity on which are sent to office or which students are kept in class. Of the 59 referrals, they are from 30 of our students. Reducing continuous referrals is key. Of all the 59 referrals and 4 suspensions, 90% are students of color and in particular the top 5 repeat referrals are students identified as pacific islander which will continue to be our focus even though it is our Boys of color who have received 3/4 suspensions.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole child team will lead Peace corner implementation in classrooms as trauma informed practice in March and Involve all staff on a visible matrix of office managed behaviors with identified strategies the staff will agree all children can access with the teacher for engagement and prevention.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

All teachers will utilize the CARE team MTSS process for students who have repeat referrals so that Tier 2 supports and classroom support determines a positive intervention plan.

