

NE Tacoma Elementary School

Continuous Achievement Process & Plan

2023 Quarter 2

The Continuous Achievement Process (CAP) is a systemic approach to effectively meet and exceed Tacoma Public School's strategic plan goals. The strategic plan serves as the foundation of CAP and is a continuous process that compels all district stakeholders to identify and eliminate student achievement gaps in ELA, Math and SEL.

Our Vision

We envision preparing 100% of Northeast Tacoma Elementary's students to enter middle school as empathetic, adaptable problem solvers who are committed to making the world a better place. Every NET professional will collaborate to empower every NET student to be a positive change maker by honoring the following commitments: Student engagement comes first, community is key, equity matters, SEL is foundational, different students have different needs, data drives decision making, teachers grow.

Our Mission

Our mission is to empower students to make positive change in our NE Tacoma community.

1st Grade Math Goal

Achieve a 88% pass rate for the selected standard by the end of the quarter.

By May 2023, 88% of student will be able to add and subtract within 10 fluently by implementing a variety supportive strategies, such as, whole group and small group instruction, use Think-Pair-Share, manipulatives, partner work, 10 Frames, number bonds, My Path on i-Ready, conferring and provide targeted feedback, ongoing assessments and exit tickets.

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

Teach/model how to create math drawings to depict their mathematical thinking using manipulatives, count on strategy, make a ten strategy, double ten-frames, and number bond. This will support students in demonstrating fluency with adding and subtracting within 20.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will meet in small group or one-to-one, daily, to reteach or reinforce concepts taught in whole group. Teachers will use i-Ready tools for instruction to support and reinforce math concepts.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Small group and/or one-on-one support and practice with the addition and subtraction math facts within 20; utilizing whiteboards, ten frames with counters, and math fact flashcards.

1st Grade ELA Goal

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

By implementing a variety of supportive strategies, such as, whole group and small group to target letter names and sounds, onset and rime, segmenting and blending, word families, high frequency words. We will increase percentage of students in instructional group 1 (from 1/23 i-Ready Diagnostics).

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

Small group focusing on skills (letter names, sounds, sight words, vocabulary, reading, fluency, building comprehension); workshop activities supporting the work of the groups.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

[Action Step description]

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

LAP ELL LRC

2nd Grade Math Goal

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

By implementing a variety of instructional strategies including teacher modeling, daily math lesson, anchor charts for strategies, and manipulatives, we will increase from 0% to 50% in 2nd grade will be able to add and subtract within 1000 using concrete models, drawings, and strategies to 1000.

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... 1. student talk, 2. rough draft thinking, 3. Try -Discuss-Connect routines, 4. partner work, and 5. daily homework to provide extra practice and increase family involvement... the teachers will use whole group, partner and small group instruction to support students in understanding how to 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 to ensure students are able to add and subtract within 1000 through making sense of problems and persevering in solving them, model with mathematics, attend to precision, and use appropriate tools strategically. Progress monitoring will be tracked through daily homework, Lesson quizzes, and end of unit assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1. Small group and one on one help 2. Peer tutoring In addition to core instruction, students will participate in small group instruction for 6-10 minutes, 1-2 times a week with a focus on the above standard. Teachers will reteach skills and monitor as needed. Students will participate in daily lessons with the use of manipulatives to help with understanding the mathematical concepts. 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

1. Intervention groups In addition to core instruction, students receiving Title/LAP, EL, SPED services will participate in small group instruction for 20 minutes, 2-5 times per week with a focus on the above standard. The support teacher will differentiate instruction as needed. Students will participate in the intervention activities. Progress will be monitored by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

2nd Grade ELA Goal

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

By implementing a variety of instructional strategies including teacher modeling (I do, we do, you do) daily writing, anchor charts, mentor texts, graphic organizers, and writing partners, we will increase from 0% to 50% in 2nd grade will write and informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Curriculum: the standards and units we are targeting

STANDARD: W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

UNIT: Schoolwide Writing Nonfiction Author Study

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By... • implementing an anchor chart frame for informational writing, • introducing a variety of graphic organizers, • modeling notetaking skills, teachers will use... • whole group instruction, • partners, • and small group instruction to support students in understanding how to write informative/explanatory texts in which they... • introduce a topic, • use facts and definitions to develop points, and • provide a concluding statement or section to ensure students are able to successfully complete an informational report on topic of choice. Progress monitoring will be tracked through weekly Schoolwide lessons.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in small group instruction for 6-10 minutes, 1-2 times a week with a focus on the above standard. Teachers will monitor students writing. Students will complete writing assignments. Progress will be measured by writing tasks, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

ELL/LRC/LAP interventions Whole Group and Small Group Instruction to include: * What is and where do we put capitals and punctuation in writing? * Sentence structure In addition to core instruction, students receiving Title/LAP, EL, SPED services will participate in small group instruction for 20 minutes, 2-5 times per week with a focus on the above standard. The support teacher will differentiate instruction according to students need. Students will reflect on and edit their work. Progress will be monitored by writing tasks, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

3rd Grade Math Goal

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

50% of our 3rd grade students will be able to use symbols to compare fractions to determine their equivalence and reason about their size.

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

Whole group iReady math lessons

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group lessons

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Use iReady data to guide where students have needs. Use prerequisites to identify things that need to be taught to guide small group instruction.

3rd Grade ELA Goal

Achieve a 21% pass rate for the selected standard by the end of the quarter.

Our goal is that 55% of our 3rd grade students will be proficient in comprehension of non fiction texts

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: Other Reading Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole group magnetic lessons and small group magnetic lessons

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group based on levels and iReady comprehension of lessons

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Grouping students based on needs and targeting those needs in small groups and one on one

4th Grade Math Goal

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

By implementing a variety of supportive instructional strategies such as 1:1 check-ins daily through exit tickets, variety of assessments and practice activities, monthly iReady growth monitoring, small group instruction, and intentional partner pairing for student discussion we will increase student mastery from 15% to 50%, including students of color and students receiving intervention services, in their ability to multiply a fraction by a whole number.

Curriculum: the standards and units we are targeting

STANDARD: 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

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

During math instruction, students are using iReady math discourse with pre-assigned groups (groups of mixed ability levels) through the built in try-discuss-connect routine. Students also will have their whiteboards to use during instruction: questions will be posed to the whole class, and all students will respond on their whiteboard. Then they will turn and talk to their peers. We will highlight certain strategies and have individuals share out their work.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Classroom teachers will meet with small groups, created based on formative assessments, 2-3 times weekly during intervention/fluency block. Small groups will be rotated through the week so that each group (and every student) is able to meet with the teacher. Teachers will also have 1:1 instruction with students through exit tasks (plan is that students will bring work to teacher after completion to discuss strategies and potential areas for growth, based on informal observations and formative assessment data).

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Teachers will administer monthly iReady growth monitoring assessments to track student growth and to inform instruction.

4th Grade ELA Goal

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

By implementing a variety of supportive instructional strategies such as 1:1 check-ins, variety of assessments and practice activities, monthly iReady growth monitoring, small group instruction, and intentional partner pairing for student discussion we will increase student mastery from 35% to 50%, including students of color and those receiving interventions, in their ability to determine the theme of a story, drama, or poem from details in the text.

Curriculum: the standards and units we are targeting

STANDARD: RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

UNIT: Other Reading Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Classroom teachers will meet with small groups, created based on formative assessments, 2-3 times weekly. Small groups will rotate so that each group meets with the teacher throughout the week. During whole group instruction, students will use TPR (Total Physical Response) to learn academic vocabulary.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teachers will also have 1:1 instruction with students weekly, as needed, based on informal observations and formative assessment data. Teachers will circulate the classroom to conduct in-the-moment assessment of student growth and understanding.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Teachers will administer monthly iReady growth monitoring assessments to track student growth and to inform instruction.

5th Grade Math Goal

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

By implementing a variety of supportive instructional strategies such as number talks, think-pair-share (using i-Ready discourse cards), whole group scaffolding with grade level math text, targeted small groups, manipulatives and individualized online practice, we will increase from 33% to 55% of students in the 5th grade to be at grade level, including 50% students of color. Students will classify two-dimensional figures into categories and subcategories based on their properties.

Curriculum: the standards and units we are targeting

STANDARD: 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.

UNIT: Unit 4 Measurement, Data, and Geometry: Converting Units, Using Data, and Classifying Figures

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Classroom teachers will use i-Ready math assessments, interactive lessons, and other direct instruction, as well as guided practice to support students in understanding how to classify two-dimensional shapes by applying hands-on activities and support of shape models. Progress monitoring will be tracked through informal observations and formative assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in think-pair-share instruction for 8 minutes daily, as needed, with a focus on 5.G.B.4 as well as mathematical modeling practices. Progress will be measured by exit slips, quick online assessments, consistent feedback, and brought to PLC meetings to inform instructional moves. Teachers will also administer monthly i-Ready growth monitoring assessments to track student growth.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SPED and EL services will participate in small group instruction for 15 minutes, 4 times per week with a focus on 5.G.B.4. The classroom teacher will share feedback on student progress and instructional strategies used in groups. Progress will be monitored by exit slips, 1:1 small group assessments, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress..

5th Grade ELA Goal

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

By implementing a variety of supportive instructional strategies such as think-pair-share, whole group scaffolding with grade level text, targeted small groups, and 1:1 check in we will increase from 38% to 65% of students in the 5th grade to be at grade level, including 70% students of color. Students will accurately describe how the narrator's point of view influences events, 65% will describe the point of view by the end of the unit.

Curriculum: the standards and units we are targeting

STANDARD: RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

UNIT: Other Reading Fiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

The classroom teachers will use grade level text, iReady reading interactive lessons, reading materials from the teacher toolbox, and other direct instruction, as well as small group instruction and think-pair-share to support students in understanding how narrator point of view influences events (RL.5.6) to and will be able to show proof of understanding through written assessment. Progress monitoring will be tracked through informal observations and formative assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will use 1:1 technology for at least 10 minutes daily, as needed, with a focus on RL.5.6. Progress will be measured by exit slips and brought to PLC meetings to inform next instructional strategy. Teachers will also administer monthly iReady growth monitoring assessments to track student growth.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving SPED, LAP, and EL services will participate in small group instruction for 15 minutes, 4 times per week with a focus on RL.5.6. The classroom teacher will share feedback on student progress and instructional strategies used in class/groups. Progress will be monitored by written assessment, online assessment and brought to PLC meetings to inform classroom teachers of progress.

Kindergarten Math Goal

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

By implementing whole groups and small group instruction, math manipulatives, counters, ten frames, think pair share, iredy my path, interactive, multisensory adding and subtracting videos, math games; we will have 70% of our overall class student population to master the K.OA.A.2 standard.

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

In addition to core instruction, students will participate in small group instruction for 10 minutes, 5 times a week with a focus on solving addition and subtraction problems and adding and subtracting within 10 (K.OA.A.2). Teachers will model the use of math manipulatives, drawing, ten frames, counters and the acting out strategies. Students will learn the standard L.OA.A.2. Progress will be measured by exit slips, and consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

[Action Step description]

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1:1 and small group support

Kindergarten ELA Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

By implementing anchor charts, turn and talks, jot and dot (draw or write an idea on a sticky note after being given a prompt), scaffolding, we will have 70% of our overall group of students to master the standard RI.K.1: With prompting and support, ask and answer questions about key details in a text.

Curriculum: the standards and units we are targeting

STANDARD: RI.K.1 With prompting and support, ask and answer questions about key details in a text.

UNIT: Other Reading Nonfiction Unit

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing turn and talk procedures, dot and jot posted notes protocols, sentence stems, KWL charts, and teacher modeling through read-aloud, teachers will use whole group and small group instruction to teach students how to ask and answer questions about the text (RI.K.1). 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

1:1 and small group conferring Support from ELL and LAP teacher with asking and answering questions about a text.

SEL Goal

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

100% of NET students will engage positively with peers and learn to manage their extreme emotions without causing harm or disruption.

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

PROMOTING SEL FOR STUDENT IMPACT

PLCs encourage growth in Restorative practices.

STRENGTHENING ADULT SEL CAPACITY

Students' positive behaviors are reinforced in various ways including monthly awards assemblies.

Behavior Goal

Ensure 0% of students have behaviors NOT resulting in suspension or expulsion.

With 1 student receiving exclusionary discipline of ISS during the first quarter, we aim for 0 students receiving exclusionary discipline during 2nd quarter. 100% of students at NET will receive positive feedback and reinforcement of SEL lessons in order to remain in their classroom and avoid exclusionary discipline.

Root Cause Analysis

The root cause of students negative behaviors are 1) needs unmet 2) voices unheard or misunderstood 3) mis regulation of emotion.

Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

Students will receive daily classroom support in circles/class meetings.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Staff will engage in restorative practices with students, to restore relationships and secondarily correct negative behaviors. Weekly visits from Officer Helen.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

The entire school will actively engage in positive reinforcement and celebration of student success, daily in classrooms, weekly in I See U drawings and monthly in awards assemblies. In addition to weekly lunch bunch with counselor and Principal. Student voice will be heard during leadership meetings (monthly) and at Monthly Vision (SCDM) meetings.

