

Helen Stafford Elementary School

Continuous Achievement Process & Plan

2023 Quarter 2

At Stafford Elementary, students learn through an educational approach that infuses Art into all content areas. In addition, movement strategies are used in all classrooms to engage the brain and connect academics to real-life problem-solving. At Stafford, we seek to help each student grow. Teachers and students create goals, monitor progress, and implement action steps to assure each makes progress academically and socially.

Our Vision

Our school leadership team and community will work together to write a vision statement and re-evaluate our mission statement to reflect our school focus and values.

Our Mission

We will be an outstanding school in which all students exhibit high standards of achievement, critical thinking, and creativity

1st Grade Math Goal

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

By the end of May 2023, we will move from 25% of our students being proficient in the standard to 40% of our students by providing differentiation and formative assessments that allow for students to show their learning in various ways taking into consideration the needs of our diverse community of learners as measured by iReady diagnostic and common formative assessments.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing student discourse (student to student) and usage of math manipulatives, teachers will use whole group, partner and small group instruction to support students in understanding 1.NBT.C.4 to ensure students are able to add and subtract within 100, where there are two-digit and one-digit numbers in the equations, through discussion with their partners (SMP3) and model with math manipulatives (SMP4). Teacher practices will include asking students to turn and talk with a partner to explain and critique their solution strategies, as well as prompt students to use sentence starters and/or Discuss-It questions during partner and whole class discussion. Students will make sense of problems by talking with a partner about what they think is happening and being asked in the problem (SMP1), and explain and defend their solution strategies verbally and using representations (SMP2) with a focus on adding and subtracting within 100 fluently, justifying mathematical reasoning using place value as a basis for justification, and using fact families, math drawings, and number bonds. Additionally, teachers and students will monitor progress by analyzing exit ticket data, and student self-assessment rubrics and feedback will be given to students in a whole group manner daily, as well as 1-1 through conferring, at least twice a week.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing student to student discourse, as well as manipulative usage during core instruction, students will participate in small group instruction for 10 minutes, 2-3 times a week with a focus on 1.NBT.C.4. Teachers will facilitate student discourse and ask clarifying questions to reinforce conceptual understanding. Students will use number bonds, base-10 blocks, place value charts, math drawings, movement and other math manipulatives to represent and explain their thinking. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

1st Grade ELA Goal

Achieve a 44% pass rate for the selected standard by the end of the quarter.

By May 2023, we will move from 29% of our students being proficient in the standard to 44% of our students as measured by the Spring 2023 iReady diagnostic. The CRT practice of high-yield strategies including student discourse and close reading will be used to create an inclusive & equitable environment.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing timely feedback in small group reading instruction and close reading decoding strategies, teachers will use whole group, partner and small group instruction to support students in understanding 1.RF.1.4 to ensure students are able to independently read with sufficient accuracy and fluency through guided reading and whole group reading lessons. Teacher practices will include asking students what word patterns they recognize and what sounds are associated with those word patterns, as well as having students turn and talk to their partner about the sentence they just read to check for understanding of what they read. Students will read in long phrases and share their understanding of what they read with a partner with a focus on story elements. Additionally teachers and students will monitor progress by analyzing student DRA and sight word data, and feedback will be given to students in small reading groups 4 times a week by the teacher as they engage in guided reading.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing student-to-student discourse and clarifying questions regarding phonics patterns during core instruction, students will participate in small group instruction for 15 minutes, 4 times a week with a focus on 1.RF.4 standard. Teachers will use movement and questioning to guide guided reading groups. Students will segment and blend words, identify phonics patterns, and use picture clues for decoding unknown words. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

2nd Grade Math Goal

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

By May 5th, 36% of students in Tier 2 or 3 will improve by 1 level on the mastery scale on 2.NBT.B.7 as measured by iReady and common formative assessments. This will be accomplished by providing differentiation and formative assessments that allow for students to show their learning in various ways. The CRT practice of student collaboration through discourse will be used to create an inclusive & equitable environment.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing manipulative usage and student discourse, teachers will use whole group, partner and small group instruction to support students in understanding 2.NBT.B.7 to ensure students are able to have multiple strategies to successfully add and subtract within 1000 through concrete models, drawings, and strategies based on place value with a focus on three digit addition and subtraction and adding and subtracting to 1000, mentally adding ten and a hundred to any given number. Additionally, students will monitor their progress by peer and teacher feedback daily during the math block.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing student to student discourse, as well as manipulative usage during core instruction, students will participate in small group instruction for 10 minutes, 2-3 times a week with a focus on 1.NBT.C.4. Teachers will facilitate student discourse and ask clarifying questions to reinforce conceptual understanding. Students will use number bonds, base-10 blocks, place value charts, math drawings, movement and other math manipulatives to represent and explain their thinking. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

2nd Grade ELA Goal

Achieve a 41% pass rate for the selected standard by the end of the quarter.

By May 5, 20% of students in Tier 2 or 3 will improve by 1 level on the mastery scale on R.L. 2.2as measured by iReady. The CRT practice of student discourse and connecting student background and interest to text will be used to create an inclusive & equitable environment.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, providing consistent feedback including rubrics, and peer conferencing, teachers will use whole group, partner and small group instruction to support students in understanding R.L 2.2 to ensure students are able to recount literary text and determine the central message, lesson, or moral.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to core instruction, students will participate in a guided reading group for 20 minutes, two times a week with a focus on R.I 2.9 standard. Teachers will model, confer, and guide students on recounting and determining the central message, lesson, or moral of a literary text. Progress will be measured by DRA's exit tickets, self-assessment, consistent feedback, and brought to PLC meetings to inform instructional moves.

3rd Grade Math Goal

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

We want 25% of all third grade students to be proficient in math standard 3.OA.3 (multiplication and division with various word problems). We know this will be achieved when 17 of third grade students meet proficiency as described by the iReady CCSS Performance report, based on the end of year iReady diagnostic assessment.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will use whole group instruction based on discourse protocols to increase student to student interactions and manipulative use to support students understanding of 3.OA.3

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will use small group instruction 2-4 times per week using data from CFAs, exit tickets, and anecdotal notes to form targeted instruction. We will use diagnostic and prerequisite reports from iReady to form small groups.

3rd Grade ELA Goal

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

We will move from 18% of third-grade students meeting proficiency in RL.3.3 (character traits, motivations, and feelings and how they contribute to the story) to 43% of students meeting proficiency as shown in the iReady CCSS Performance Report after students have taken the end-of-year iReady diagnostic assessment.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing close reading strategies and questioning- teachers will use whole group and partner instruction to ensure students are meeting RL.3.3 to find the traits, motivations, and feelings of characters in texts and how they contribute to the sequence of events.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing feedback through co-creating rubrics and success criteria with students during core instruction, students will participate in small group instruction for 20 minutes 2-4 times a week to focus on the RL.3.3 standard. Teachers will guide students through self-assessments and identify areas of growth. Progress will be measured by exit slips, and consistent feedback that are brought to PLC meetings to inform instructional moves. Students will refer to rubrics and self-reflections to monitor their progress.

4th Grade Math Goal

Achieve a 44% pass rate for the selected standard by the end of the quarter.

By May 5th, 44% will be proficient on the mastery scale on 4.NF.A.2 (priority standard) as measured by iReady (assessment). The CRT practice of High Yield Strategies will be used to create an inclusive & equitable environment.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing goal setting, discussion strategies, use of manipulatives and questioning, teachers will use whole group, partner and small group instruction to support students in understanding MD.C.5 (priority standard) to ensure students are able to explain their strategy and thinking (what students needs to DO) through __try/discuss/connect, rough draft thinking_(types of tasks & name the SMP (Standards Mathematical Practices). Teacher practices will include sentence stems, turn and talks, (look fors related to the instructional strategy). 5-SMP Look Fors (1).pdf & ?pdf icon Look fors Meaningful Mathematical Discourse.pdf

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing Goal setting and discussion strategies High Yield Instructional Strategies (sharepoint.com) During core instruction, students will participate in small group instruction for 15-20 minutes, 2-4 times a week with a focus on 4.NF.A.2 standard. Teachers will confer, explicitly teach discussion strategies, and set goals. Students will reflect on goals and rubric and practice discussion strategies. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

4th Grade ELA Goal

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

By May 5th, 17(% of students in Tier 2 or 3) will improve by level on the mastery scale on RI.4.3 as measured by IABs (assessment). The CRT practice of High Yield Strategies will be used to create an inclusive & equitable environment. Culturally Responsive Practices (sharepoint.com)

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

[2:03 PM] JORDAN ROSS By implementing student discourse and goal setting (name the high yield instructional strategies High Yield Instructional Strategies (sharepoint.com) teachers will use whole group, partner and small group instruction to support students in understanding RI.4.3 (priority standard) through small groups, turn and talk, and conferring with individuals on writing and reading.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

[2:04 PM] JORDAN ROSS Action step 2: In addition to implementing goal setting, discussion strategies_High Yield Instructional Strategies (sharepoint.com) during core instruction, students will participate in small group instruction for 15-20 minutes, 2-4 times a week with a focus on RI.4.6 standard. Teachers will confer, explicitly teach discussion strategies, and set goals. Students will reflect on goals and rubrics, practice discussion strategies. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

5th Grade Math Goal

Achieve a 33% pass rate for the selected standard by the end of the quarter.

Math smartie: By May 5th, 33% will be proficient on the mastery scale on NBT B.7 (priority standard) as measured by iReady (assessment). The CRT practice of High Yield Strategies will be used to create an inclusive & equitable environment.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing goal setting, discussion strategies (name the high yield instructional strategies High Yield Instructional Strategies (sharepoint.com) teachers will use whole group, partner and small group instruction to support students in understanding 5.NBT.B.7 (priority standard) to turn and talk, small group discussion, conferring with individuals. Teacher practices will include sentence stems, turn and talks, (look fors related to the instructional strategy). 5-SMP Look Fors (1).pdf & Look fors Meaningful Mathematical Discourse.pdf Additionally teachers and students will monitor progress by exit tickets and feedback will be given on exit ticket and through conferring with students at least once/week (how often, who & when). Feedback Section (sharepoint.com)

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing Goal setting and discussion strategies High Yield Instructional Strategies (sharepoint.com) During core instruction, students will participate in small group instruction for 15-20 minutes, 2-4 times a week with a focus on 5.NBT.B.7 standard. Teachers will confer, explicitly teach discussion strategies, and set goals. Students will reflect on goals and rubric and practice discussion strategies. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

5th Grade ELA Goal

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

By May 5th, 26% of students in Tier 2 or 3) will improve by 1 level on the mastery scale on RI.5.6 (priority standard) as measured by IABs (assessment). The CRT practice of High Yield Strategies will be used to create an inclusive & equitable environment.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Step 1: By implementing goal setting, discussion strategies (name the high yield instructional strategies High Yield Instructional Strategies (sharepoint.com)) teachers will use whole group, partner and small group instruction to support students in understanding RI.5.6 (priority standard) to turn and talk, small group discussion, conferring with individuals.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Action step 2: In addition to implementing goal setting, discussion strategies_High Yield Instructional Strategies (sharepoint.com) during core instruction, students will participate in small group instruction for 15-20 minutes, 2-4 times a week with a focus on RI.5.6 standard. Teachers will confer, explicitly teach discussion strategies, and set goals. Students will reflect on goals and rubrics, practice discussion strategies. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

Kindergarten Math Goal

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

By end of April 2023, we will move from 45% of our students being proficient in the standard to 65% of our students by providing differentiation and formative assessments that allow for students to show their learning in various ways taking into consideration the needs of our diverse community of learners.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing number talks, turn & talks, movement and modeling, teachers will use whole group, partner and small group instruction to support students in understanding addition and subtraction to ensure student are able to add and subtract numbers within 10 through hands-on activities and written work with a focus on using objects and drawings to solve addition and subtraction word problems. Additionally, students will monitor their progress by using iReady lessons, quizzes and goal setting and feedback will be given biweekly by the classroom teacher during math centers.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teachers will intentionally teach the standards of mathematical practice, drawing attention to 2-3 specific practices daily dependent on the design of performance task. This may include student discourse, manipulative use, partner games, etc.

Kindergarten ELA Goal

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

By end of April 2023, we will move from 30% of our students being proficient in the standard to 55% of our students by providing differentiation and formative assessments that allow for students to show their learning in various ways taking into consideration the needs of our diverse community of learners.

☰ Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing read alouds, turn & talks, movement and sentence stems, teachers will use whole group, partner and small group instruction to support students in understanding asking and answering questions about a nonfiction text to ensure student are able to ask and answer questions through class discussions and written work with a focus on reflecting on the big ideas and searching for additional information on the topic of the text. Additionally, students will monitor their progress by using graphic organizers, guided reading, and goal setting and feedback will be given biweekly by the classroom teacher during reading groups.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teachers will use Daily 5 strategies to provide differentiated instruction and independent work for students including guided reading groups, work on writing, word work, read to self, etc.

SEL Goal

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

From February to June 2023, Stafford students will increase from 65% to 80% their 'favorably or somewhat favorably' self-assessment responses to questions surrounding self-management skills as measured by: student surveys, behavioral charts, PBIS data, and the Tiered Fidelity Inventory.

☰ Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Staff PD and building days include the modeling and practice of community circles and restorative practices which are then taught by teachers in their classrooms as part of their morning/after lunch/end of day circles. This allows students to let others know them and they, in turn, learn about others as a means to increase a sense of belonging and trusted relationships.

STRENGTHENING ADULT SEL CAPACITY

The A.P. and teacher leader will use their Restorative Justice train-the-trainer knowledge and experience to train key staff: other admin, counselors, recess and lunch staff, and students in Values Circles, Accountability Circles, and Restorative Justice Circles to support relationship building, ownership of behavior and its impact on self and others, and increase perspectives of viewpoints.

Behavior Goal

Ensure 98% of students have behaviors NOT resulting in suspension or expulsion.

Students at Stafford Elementary School will increase feeling engaged in improving their school from 33.3% as the baseline to 75% in the spring of 2023 as measured by PBIS data, (office referrals) student exclusion rates, Student Intervention Team (SIT) referrals, trimester student climate surveys and monthly student listening sessions.

Root Cause Analysis

The root cause of students not feeling connected or of not feeling as if they have input to school improvements and engagement is due to students not feeling a sense of belonging and community with each other; peers and adults alike. Strategies: Staff reflect on each child—who is known and 'seen' by staff. Commit to developing positive relationship with 'unattached' students (2 or less stars on schoolwide student picture charts.)

Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

Stafford has focused on establishing & building upon positive relationship with students, families and staff. The 2022-23 school year's theme is, "You belong here". Baseline and related data show only 33.3% felt engaged in improving their school; the goal is to increase this by 41.7% for a total of 75% feeling as if they are engaged and have influence for school improvement. Data could not be disaggregated. Suspension data shows K A.A. males were given 57% of the 1-day suspensions to date.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Administrators, counselor and IC will model Community and Values Circles at staff meetings and on building PD days. Teachers will facilitate Morning Circles to increase opportunities for classmates and staff to get to know each other and build positive relationships. Community Circles will also be used to address community agreements and values while teaching students to use their voice and express their thoughts, feelings, and perspectives.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Teacher leaders (gr. 4/5) will develop a Stafford Student Council application process for classmates to elect two representatives from each class to have input into decisions that will improve the school. Fourth and fifth graders will mentor third graders in the spring so they will learn about the role and responsibilities of being a representative. Drawing all students in to participate in identifying and problem-solving areas to improve the school will be ongoing through Circles, student interviews, forms surveys and peer mentors.

