

Wainwright Intermediate School

Continuous Achievement Process & Plan

2023 Quarter 2

Our Vision

The Wainwright school community strives to develop critical thinkers prepared to solve complex world problems through a rigorous program of inquiry.

Our Mission

Our school community collaborate to create critical, open-minded and passionate learners who actively seek solutions to relevant world problems. Through inquiry and meaningful experiences, learners are prepared to question authentically, investigate responsibly, challenge respectfully and think for themselves as a means of creating a better world.

4th Grade Math Goal

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

By implementing a variety of supportive strategies such as math discourse (try, discuss, connect it routine), intentional feedback (select and sequence), graphic organizers for modeling, proficient students will increase from .02% to 35% in the 4th grade standard of use the four operations with whole numbers to solve problems.

Curriculum: the standards and units we are targeting

STANDARD: 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

UNIT: Unit 3 Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area

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: 1. Anticipating what students will do and where they will go with the math 2. Monitoring student discourse 3. Selecting student thinking 4. Sequencing student thinking to present/discuss 5. 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 representation by: 1. Using concrete representations/manipulatives to move from physical, to visual, to symbolic representations 2. Providing question and sentence stems for conversation 3. Encouraging revoicing and the trying out of classmates' strategies 4. Discussing how student thinking is alike and different

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Math groups will be teacher selected based on classwork and formative and summative assessments. These are flexible groupings and students will review concepts from the unit and give students additional practice time on those concepts. iReady math lessons on their pathway and teacher assigned lessons.

4th Grade ELA Goal

Achieve a 20% pass rate for the selected standard by the end of the quarter.

By implementing a variety of supportive instructional strategies such as direct instruction with gradual release, using graphic organizers with mentor texts, and providing feedback with rubrics, proficient students will increase from 0% to 20% in the 4th grade standard of write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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 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 1:1 Strategies and Practices o Formative Assessment and Teaching: Leverage the Conferring guidance during reading workshop to assess (where students are in relation to the whole-class learning focus) and teach (using Possible Conference Prompts) [the focus could be a reading focus, word study/foundational skills, vocabulary, etc.]

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

o Differentiated Support Additional small group and 1:1 strategies and practices when/if appropriate (see above) o Differentiated Support: Based on formative assessment, identify and implement appropriate routines in the Small Group Guide during small group instruction in reading and writing [2-3 students maximum] 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

LAP writing groups will be teacher selected based on classwork and formative and summative assessments. These are flexible groupings and students will review concepts from the unit and give students additional practice time on those concepts. LRC students have the option to receive extra support outside of their designated group times.

5th Grade Math Goal

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

Based on Winter iReady diagnostic data, 0% of fifth grade students were able to solve real world problems involving multiplication of fractions (CCSS 5.NF.B.6). 15% of students will be able to solve real world problems involving multiplication of fractions as measured by a summative assessment by the end of CAP data cycle #2.

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

Use the try-discuss-connect routine to elicit evidence of student thinking Use three reads method to read and understand problems Use sentence stems and structured talk strategies to strengthen student discourse and encourage students to engage in productive struggle Build conceptual understanding by using manipulatives and mathematical representations to move from the concrete to the abstract

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Skill and strategy groups based on feedback given to students on exit tickets and i-Ready diagnostic CCSS report Strategy groups will focus on: - Frontloading information - Reinforcing prerequisites - Exploring new skills

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

SPED students will receive LRC interventions according to their IEPs. EL students will receive support from the EL specialists. Classroom supports include teacher-led small group intervention focusing on: - Frontloading information/skills/vocabulary - Teaching prerequisites - Exploring new skills

5th Grade ELA Goal

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

Through the use of rubrics, writing anchor chart/graphic organizers, and a variety of ongoing feedback (teacher to student, student to student, student to self), 25% of students will write opinion pieces on topics or texts supporting a point of view with reasons or information (W.5.1).

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 involving daily classroom routines, student to student talk (Turn, Talk, and Share), differentiated support, and vocabulary -- Small group strategies and practices including differentiated support and formative assessment driven instruction -- 1:1 conferences

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

-- Graphic organizer for students who need it -- Differentiated support including small group and 1:1 strategies and practices

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

-- List of topics students can pick from -- Working with a partner -- Essay and paragraph frames for select students

SEL Goal

Achieve a 78% pass rate for the selected standard by the end of the quarter.

Based on Spring 2022 climate survey data, 58% of students answered favorably (almost always true or often true) to the question, "I enjoy coming to my school." Given opportunities to celebrate student behavioral success and participate in weekly SEL lessons, 78% of students will answer the question "I enjoy coming to my school", as measured by a staff created student survey by the end of CAP Data Cycle #2 (May 2023).

☰ Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

-Our TWC team will continue analyzing data monthly regarding who is earning PBIS Rewards by demographic to ensure equity. -Our discipline subcommittee of the TWC team will meet once monthly to analyze staff feedback and plan professional development related to systems of support related to responding to student behavior—challenging and positive (restore at the door, buddy rooms, PBIS Rewards).

STRENGTHENING ADULT SEL CAPACITY

1. At every staff meeting, we will either do a zones of regulation check OR a community circle. 2. We will monitor staff PBIS Rewards data to identify staff members who need support to implement the program with fidelity. 3. We will continue to deliver district directed PD such as vulnerable decision points.

Behavior Goal

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

Based on 2022-2023 exclusionary discipline data so far, 3% of elementary students and 3% of middle school students were assigned exclusionary discipline. Given explicit expectation instruction and opportunities to practice and be rewarded for following expectations, less than 2% of students in grades 4-8 will be assigned exclusionary discipline by the end of CAP Data Cycle #2 (May 2023).

Root Cause Analysis

Students with social skills deficits exhibit unsafe behaviors at a higher rate than students who do not receive special education services in the area of Social/Emotional and Behavioral skills. Students with IEPs in the area of Social/Emotional and Behavioral skills will receive direct instruction on Zones of Regulation, Social Thinking strategies, and district adopted SEL curriculum (GAT and Character Strong) in smaller groups.

Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

Based on 2022-2023 exclusionary discipline data so far, 3% of elementary students and 3% of middle school students were assigned exclusionary discipline. Of these exclusionary discipline assignments, 40% of elementary exclusions were assigned to students with IEPs and 50% of middle school exclusions were assigned to students with IEPs. Students with social skills deficits exhibit unsafe behaviors at a higher rate than students who do not receive special education services in the area of Social/E

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole Child subcommittee will lead professional development around systems of support (restore at the door, PBIS Rewards, and buddy rooms) on March 8th. Whole Child facilitator will lead professional development around Vulnerable Decision Points on data day (2.17.23) and a make-up session during month of March.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will continue to explicitly teach expectations and recognize positive behaviors through PBIS Rewards and Panther Parties.

