

Continuous Achievement Process & Plan 2021 Quarter 1

We are committed to providing high academic standards. This year we will continue to set high expectations for students by asking them to review their individual data to set goals. We want all students to know where they are, make a plan for moving forward, celebrate their success along the way, and to achieve their goals. Strong partnerships between students, families, and staff are important in this process because working together we can encourage our students to achieve.

Our Vision

Larchmont Elementary is committed to providing high academic standards and forming strong partnerships between students, families, and staff. Together we will provide a safe, caring, and inclusive learning environment where all children have the opportunity to develop into responsible productive citizens.

Our Mission

A building wide mission statement is something we are planning to develop this year at Larchmont Elementary. We will be sharing this with our school community soon. Thank you.

1st Grade Math Goal

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

By implementing a variety of supportive instructional strategies such as 1:1 conferring, using partner talk in A/B partnerships, on-going assessments, daily math practice, high level questioning, math talk, and number sense instruction, we will increase from 16% to 41% of students in first grade, including 41% of Black, Indigenous, and Students of Color, making proficiency in adding and subtracting within 20. Students will be able to use their understanding of adding and subtracting when solving for unknown numbers, solving addition and subtraction equations, fact families, and creating number bonds. Students will be able to show and discuss the relationship between addition and subtraction.

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 1 Numbers Within 10: Addition and Subtraction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Step 1: In the math core we will be focusing on OA.C.6, adding and subtracting within 20. Students will participate in daily whole-group instruction for 30 minutes. The teacher will scaffold the problems by helping students identify the steps required to add, subtract, solve word problems, and solve for unknown numbers in an addition or subtraction equation. with an emphasis on attention to making sense of the numbers. Additionally, students will solve problems by drawing pictures to represent their thinking and be able to restate the problem in their own words. Students will identify important information within a word problem, using CUBES/DEALS strategy (SMP1), and with prompting from high DOK questioning (SMP6). Students will explain their solution and strategies by justifying how they got their answer and the model they used to solve during partner turn and talk using Ready Classroom discourse strategies, such as 3 Reads. Students will use manipulatives such as counters, number lines, CCD vocabulary charts, and drawings to show their thinking. Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data. We will use comprehension checks, exit tickets, and CFA's to collect data throughout the unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Action step 2 In addition to the core, focusing on OA.C.6 , adding and subtracting within 20, in small groups, students will participate in strategy groups 3-5 times a week for 15 minutes with a focus on addition and subtraction within 20. The teacher will scaffold the problems by helping students to add and subtract and solve for unknown numbers in a word problem or in an addition or subtraction equation. Students will solve problems by drawing pictures of concrete models to represent their thinking and be able to restate the problem through words, pictures, or numbers (SMP6). Also, students will use manipulatives, such as number lines and counters, to help develop understanding of number patterns. Progress monitoring occurs every 1-2 weeks. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Action Step 3 During intervention block outside the core, 3-5 days a week for 30 minutes, students will focus on adding and subtracting within 20, including solving for unknown numbers in an equation (SMP1). Students will (draw to show addition, draw circles and take away to show subtraction, use counting on or counting back on a number line, and explain how their answers are correct.(SMP6) Students will work with white boards and markers, work with counters, show work by drawing and labeling, and explain work to peers and teacher. Teacher will be facilitating discussion about numbers, confer with students for goal setting, use

data to form groups with like needs, and assess student work. Students will goal set by meeting with the teacher to look at work and iReady scores in order to make a goal that furthers the learning. Progress monitoring happens by assigning periodic comprehension checks, exit tickets, and during class and partner talks.

1st Grade ELA Goal

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

By implementing a variety of supportive instructional strategies such as 1:1 conferring, using student illustrations, a writing checklist, partner talk in A/B partnerships, on-going assessments, sight word practice, and sound/letter monitoring, we will increase from 0% to 25% of students in first grade meeting standard on W.1.3, including 25% of Black, Indigenous, and Students of Color, making proficiency in writing informational. Students will be able to use their understanding of the domains of narrative writing when achieving the standards for informational writing. Students will be able to explain the difference between a story and informational text, have a beginning, include key facts and information, have an ending, and using text features.

Curriculum: the standards and units we are targeting

STANDARD: W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

UNIT: Schoolwide Writing Personal Narrative

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Step 1: In the writing core we will be focusing on writing informational text (W.1.3). Students will participate in daily whole-group instruction for 15-30 minutes with a focus on informational writing. The teacher will scaffold the learning by helping students identify the steps required to write an informational piece such as writing a lead, using transition words, and writing an ending. Additionally, students will show their writing by drawing pictures, writing the sounds they hear in words, and writing sentences with capitals at the beginning and punctuation at the end. Students will assess their own writing based on a rubric and will use a check list to insure every piece is included in their writing. Students will meet with the teacher to discuss where their writing is and what their next step is to keep the learning moving forward. They will also use turn and talk and partner share to help with sounds, help with assessing the writing, help with ideas about what to include and what to do next. Students will use strategies, such as 3 Reads, alphabet charts, word walls, labels around the room, and various learning posters. Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Action step 2 In addition to the core, focusing on writing informational text (W.1.3), in small groups, students will participate in strategy groups 3-5 times a week for 15 minutes with a focus on hearing sounds, writing sounds, writing a lead sentence, adding detail, editing writing, and adding an ending to a writing piece. The teacher will scaffold the learning about writing by helping students identify the steps required to write an informational piece (student checklist), including writing a beginning, adding detail, organizing the writing, and adding an end. Students will use a rubric to assess their own writing and will make goals throughout our writing unit. Progress monitoring occurs every 1-2 weeks and will include recognizing sounds and sight words, as well as spelling. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Action Step 3 (Intervention-consult with Keri, Brenna, or Joanna) During intervention block outside the core, 3-5 days a week for 30 minutes, students will focus on writing informational text (W.1.3), which will include the supporting standards such as spelling, adding punctuation, beginning sentences with capitals, and putting ideas in order. Students will learn sounds, be able to segment words, learn sight words, and will write the letter that represents the sound they hear. Teacher will be teaching sounds, reading with students, teaching sight words, asking students to spell words, and teaching the CVC and CVCe rules. Students will goal set by assessing their own work based on a rubric and based on the first grade writing checklist. Progress monitoring will take place every

two weeks in which students will do 1:1 conferring with the teacher, in which the student will have an individual goal on which to work.

1st Grade SEL Goal

Achieve a 76% pass rate for the selected standard by the end of the quarter.

By implementing Getting Along Together curriculum, 76% of students will report an increase in their feelings of positive relationship skills in the climate survey and the end-of-year survey compared to beginning-of-year benchmark. We chose this goal because it was the lowest area for our students compared to 68% in self awareness and 64% in sense of belonging. We are specifically focusing on "I am good at solving conflicts with others." This particular question was 36.9% sometimes true, 16% seldom true and 6% almost never true.

Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Our first action step to help build school foundational supports is the implementation of schoolwide Social Emotional Learning curriculum (Getting Along Together). Holding staff accountable for the appropriate implementation of the curriculum, including 10 one-hour lessons to begin, weekly schoolwide cooperative challenges, and weekly/daily lessons. Continue Larchmont Lion Leaders. All staff will support this work by looking for the Schoolwide Cooperative challenge skills, reinforcing with common language and supporting the incentives and overall building plan. The cooperative challenge skills will be communicated through the Daily Dish. Specialists, paras and office staff will be trained on main ideas and goals of the program.

STRENGTHENING ADULT SEL CAPACITY

Schoolwide staff training to support consistent implementation of SEL standards. Provide PD trainings. Data day trainings. Support and model curriculum instruction in individuals classrooms, as needed. Provide daily reminders of the weekly schoolwide Cooperative Challenge. In August training, staff agreed to 1 hour of SEL lessons for the first 10 lessons, followed by weekly 30 minutes lessons and 30 class counsel meetings, schoolwide cooperative challenge, equitable team formation and point systems, and weekly cool kid recognition. Coach and counselor co-support classroom teachers. We will also strengthen adult SEL through Professional Development, PLCs, and the schoolwide communication around goals from the Getting Along Together program.

2nd Grade Math Goal

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

By implementing small group pre-skill lessons, I-Ready teacher assigned lessons, number talks, ten frames, place value mats, base ten blocks, student feedback, conferring, and goal setting we will increase from 0% to 25% (9 students) in 2nd Grade, including 25% of Black, Indigenous, and Students of Color, we will use standard 2.OA.A.1 to accurately add to, take apart, and compare numbers with unknowns in all positions of addition and subtraction equations within 100, in 25% of computation problems by the end of the unit.

Curriculum: the standards and units we are targeting

STANDARD: 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

UNIT: Unit 2 Numbers Within 100: Addition, Subtraction, Time, and Money

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the math core we will be focusing on 2.OA.A.1, use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. Students will participate in daily whole-group intervention for 15-30 minutes with a focus on adding and subtracting with unknowns in all positions. The teacher will scaffold the problems by helping students identify the steps required to add/subtract numbers to 100 with an emphasis on attention to precision (SMP6). Additionally, students will solve problems by drawing pictures to represent their thinking and be able to restate the problem in their own words. Students will identify important information within a word problem, using CUBES/DEALS strategy (SMP1), and with prompting from high DOK questioning (SMP6). Students will explain their solution and strategies by justifying how they got their answer and the model they used to solve during partner turn and talk using Ready Classroom discourse strategies, such as 3 Reads. Students will use manipulatives such as place value blocks, place value charts, CCD vocabulary charts and area models to show their thinking. Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data. We will use comprehension checks and CFA's to collect data throughout the unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core, focusing on 2.OA.A.1, Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, the teacher will scaffold the problems by helping students identify the steps required to add/subtract numbers, students will solve problems by using the steps in CUBES (SMP1), drawing pictures of concrete models to represent their thinking and be able to restate the problem through words, pictures, or numbers (SMP6). Also, students will use manipulatives to help develop an understanding of place value. Progress monitoring occurs every 1-2 weeks. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10-week goal using pre/post-test data with feedback from the teacher. The teacher will meet with small groups 4-5 times a week for 15 minutes a day.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Outside the core, in intervention, 5 days a week/30 minutes a day, students will focus on 2.OA.A.1, use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. Students will focus on precision and identifying steps in the problems. (SMP 1 and 6). Students will focus on identifying key words and vocabulary in word problems. Students will goal set with and have continual feedback with the intervention teacher. Progress monitoring happens by formative assessment and conferring.

2nd Grade ELA Goal

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

By implementing differentiation and scaffolding, such as small groups, 1:1, sentence stems, graphic organizers, student feedback, conferring, goal setting, and student rubrics we will increase from 0% to 25% (9 students) in 2nd Grade, including 25% of Black, Indigenous, and Students of Color, we will use W2.2 to introduce a topic, use facts and definitions to develop points, and provide a concluding statement in 25% of Structure, Development, and Language Convention lessons, with a focus on Structure, by the end of the unit.

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

In the 45 minutes of Writing Core, 2nd Grade will focus on Priority Standard W2.2 Informational Writing. Teachers will review student rubrics and expectations, model informational writing, teach students how to research and gather facts for informational writing, and teachers will model how to choose a specific writing topic. Teacher will confer and provide individual feedback to students daily. Students will set goals based off the Pre-On-Demand Writing. Students will be given feedback on their goal every 2 weeks and at the end of the unit with the expectations that they revise their work. Students will write, revise, publish, and share Informational texts with their peers. Students will use the student checklist to self-assess.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Outside the core, there will be 20 minutes of Writing Small Group Conferring, 2nd Grade will focus on Priority Standard W2.2 Informational Writing. Teacher will meet with 2 groups, 5 days a week, for 10 minutes each to focus on W.2.2 with a focus on informational writing structure. During small groups, the teacher will use sentence stems, student exemplars, progress monitoring and feedback. Every 2 weeks the students will provide writing sample for progress monitoring. Feedback will be given during every small group session. Students will use the student checklist to self-assess and goal set.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Outside the core, 5 days a week/30 minutes a day, ELL will be supporting writing structure by implementing and teaching vocabulary strategies such as CCD, TPR, non-fiction text features, use of graphic organizers, sentence stems and frames to organize writing. ELL will progress monitor and goal set on a weekly basis. Outside the core, 5 days a week/30 minutes a day, LAP will be supporting writing structure by teaching Language Conventions to strengthen writing skills. Students will set goals weekly and be given feedback every session.

2nd Grade SEL Goal

Achieve a 76% pass rate for the selected standard by the end of the quarter.

By implementing Getting Along Together curriculum, 76% of students will report an increase in their feelings of positive relationship skills in the climate survey and the end-of-year survey compared to beginning-of-year benchmark. We chose relationship skills because it was the lowest area for our students compared to 68% in self awareness and 64% in sense of belonging. We are specifically focusing on "I am good at solving conflicts with others." This particular question was 36.9% sometimes true, 16% seldom true and 6% almost never true.

Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Our first action step to help build school foundational supports is the implementation of schoolwide Social Emotional Learning curriculum (Getting Along Together). Holding staff accountable for the appropriate implementation of the curriculum, including 10 one-hour lessons to begin, weekly schoolwide cooperative challenges, and weekly/daily lessons. Continue Larchmont Lion Leaders. All staff will support this work by looking for the Schoolwide Cooperative challenge skills, reinforcing with common language and supporting the incentives and overall building plan. The cooperative challenge skills will be communicated through the Daily Dish. Specialists, paras and office staff will be trained on main ideas and goals of the program.

STRENGTHENING ADULT SEL CAPACITY

Schoolwide staff training to support consistent implementation of SEL standards. Provide PD trainings. Data day trainings. Support and model curriculum instruction in individuals classrooms, as needed. Provide daily reminders of the weekly schoolwide Cooperative Challenge. In August training, staff agreed to 1 hour of SEL lessons for the first 10 lessons, followed by weekly 30 minutes lessons and 30 class counsel meetings, schoolwide cooperative challenge, equitable team formation and point systems, and weekly cool kid recognition. Coach and counselor co-support classroom teachers. We will also strengthen adult SEL through Professional Development, PLCs, and the schoolwide communication around goals from the Getting Along Together program.

3rd Grade Math Goal

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

On a beginning of the year timed assessment, 0% of students met the 3rd grade fluency standard in multiplication (Standard 3.OA.C.7). By implementing a variety of supportive instructional strategies, such as number talks, A/B partner think/pair/shares, and ongoing assessments, we will increase from 0% to 25% students in 3rd grade meeting the standard for multiplication fluency, including students experiencing poverty and BIPOC, and we will use our Ready Math curriculum, conferring, small group support, and weekly progress monitoring to support standard 3.OA.C.7, which includes multiplying digits within 100, supporting with addition and multiplication fact memorization, and that multiplication is repeated addition of equal groups.

Curriculum: the standards and units we are targeting

STANDARD: 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

UNIT: Unit 2 Multiplication and Division: Concepts, Relationships, and Patterns

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the Math Core, daily for 30 minutes we will be focusing on 3.OA.C.7, fluently multiple and divide within 100. Students will participate in daily whole-group instruction for 30 minutes with a focus on multiplication and division within 100. The teacher will emphasize the Learning Target and Success Criteria, incorporate number talks 2 - 3 times a week, provide visual supports (Anchor charts) that scaffold the steps required to multiply and divide, and prompt students with high DOK questions (SMP6). Students will solve problems using the anchor charts, A/B partner talk, and student discourse using the 3 Reads (SMP 1) in the Try/Discuss/Connect routine. We will progress monitoring bi-weekly using comprehension checks and daily exit tickets after each lesson. Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data, and monitor progress through teacher feedback after each assessment check point within the unit, and then finally again at the end (Unit test).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core instruction, focusing on 3.OA.C.7, fluently multiple and divide within 100. Teachers will confer with students in small strategy groups 2 - 3 times a week for 15 minutes to utilize manipulatives to build conceptual understanding, provide activities to make explicit connections between multiplication and division (SMP1), and teach strategies to learn basic facts. Students will create base ten drawings, relate models to written equations, identify a missing factor to learn division (SMP6), and solve problems in multiplication and division to develop an understanding of the relationship. Progressing monitoring will happen daily using teacher created assessment on Schoology and at the end of each lesson using comprehension checks on i-Ready toolbox. Students will also goal set in CAP groups toward the goal that week which is based on the learning target. Teacher will provide feedback based on the success criteria.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During intervention block outside the core, 3-5 days a week for 30 minutes, students will focus on 3.OA.C.7, fluently multiply and divide within 100 with support skills in addition from second grade. Teachers will support students understanding of multiplication by focusing on teaching mental math strategies for addition, add using arrays, and adding two to three digit numbers. Students will use cubes or tiles to build arrays, grid paper to draw arrays, practice basic facts through sums of 20, and solve addition problems using words, numbers, or pictures. Progress monitoring happens by weekly exit tickets and lesson comprehension checks after each lesson.

3rd Grade ELA Goal

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

By implementing a variety of supportive instructional strategies such as A/B partner think-pair-share, ongoing assessments, conferring on writing, and 1 on 1 check-ins, we will increase from 3% to 28% of students in 3rd grade, including Black, Indigenous, and students of Color, will use a student checklist to promote student understanding of the informative/explanatory criteria and they can use it to self-assess, in 28% of writing tasks as measured by the Writing Pathway rubric over the course of 10 weeks.

Curriculum: the standards and units we are targeting

STANDARD: W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

UNIT: Schoolwide Writing Nonfiction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the ELA core we will be focusing on W.3.2, informational writing. Students will participate in daily whole-group instruction for 15-20 minutes with a focus on the structure. The teacher will scaffold the instruction by helping students identify the steps required to write a proficient informational writing piece focusing on the following structural components: overall; lead; transitions; ending; organization. Additionally, students will work towards proficiency by using the word wall, A/B partner think-pair-share, ongoing assessments, conferring, 1 on 1 check-ins, and using the self-assessment checklist. Students will include ideas, observations, and questions in their writing to teach readers information about a subject. Students will write a strong beginning (lead) that will get readers ready to learn; use words to show sequence; write an ending that draws the readers to a conclusion; organize their information into paragraphs. Finally, students will share their published work.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core, teacher will meet with targeted students to confer 2 - 3 times a week for 15-20 minutes on W.3.2, informational writing. Teacher will focus criteria from the second grade writing checklist/criteria such as naming a topic, supply some facts/details, and some sense of closure. Students will use a graphic organizer to organize their thinking, get peer and teacher feedback related to student checklist, and write multiple drafts to revise the work. Progress monitoring occurs every 1-2 weeks. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During intervention block outside the core, 2-3 days a week for 15-30 minutes, students will focus on W.3.2, informational writing. Students will use graphic organizer for sentences and paragraphs, learn what is in an informational writing piece by understanding the criteria on a checklist Second grade level, and identify facts about the topic to be used as details. Teacher will use read aloud texts to give examples of informational text, have word wall for support, model writing a piece of text, and provide predictable frames for students to add details to. Students will goal set by using feedback from the teacher on their writing to improve on areas related to the checklist and they will use the checklist to self-assess their work according to that criteria. Progress monitoring happens through the goal setting process, peer feedback, and conferring.

3rd Grade SEL Goal

Achieve a 76% pass rate for the selected standard by the end of the quarter.

By implementing Getting Along Together curriculum, 76% of students will report an increase in their feelings of positive relationship skills in the climate survey and the end-of-year survey compared to beginning-of-year benchmark. We chose relationship skills because it was the lowest area for our students compared to 68% in self awareness and 64% in sense of belonging. We are specifically focusing on "I am good at solving conflicts with others." This particular question was 36.9% sometimes true, 16% seldom true and 6% almost never true.

Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Our first action step to help build school foundational supports is the implementation of schoolwide Social Emotional Learning curriculum (Getting Along Together). Holding staff accountable for the appropriate implementation of the curriculum, including 10 one-hour lessons to begin, weekly schoolwide cooperative challenges, and weekly/daily lessons. Continue Larchmont Lion Leaders. All staff will support this work by looking for the Schoolwide Cooperative challenge skills, reinforcing with common language and supporting the incentives and overall building plan. The cooperative challenge skills will be communicated through the Daily Dish. Specialists, paras and office staff will be trained on main ideas and goals of the program.

STRENGTHENING ADULT SEL CAPACITY

Schoolwide staff training to support consistent implementation of SEL standards. Provide PD trainings. Data day trainings. Support and model curriculum instruction in individuals classrooms, as needed. Provide daily reminders of the weekly schoolwide Cooperative Challenge. In August training, staff agreed to 1 hour of SEL lessons for the first 10 lessons, followed by weekly 30 minutes lessons and 30 class counsel meetings, schoolwide cooperative challenge, equitable team formation and point systems, and weekly cool kid recognition. Coach and counselor co-support classroom teachers. We will also strengthen adult SEL through Professional Development, PLCs, and the schoolwide communication around goals from the Getting Along Together program.

4th Grade Math Goal

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

By implementing partner-talk, use of manipulatives/models, and number talks, we will increase from 7% to 30% in 4th grade, including 30% of Black, Indigenous, and Students of Color, will use their understanding of multiplication and place value, and their new knowledge about multi-digit multiplication, to use strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models in 60% of assigned math problems on their comprehension checks.

Curriculum: the standards and units we are targeting

STANDARD: 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. 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

In the Math core daily for 30 minutes, we will be focused on 4.NBT.B.5, multiplying a whole number of up to four digits by a one-digit number, and multiplying two two-digit numbers using strategies based on place value and the properties of operations. The teacher will provide instruction and modeling of strategies related to multiply by one-digit numbers, multiplying by two digit numbers. Specific strategies include place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models (SMP1). Students will explain their thinking in regards to procedural steps for multiplication in the try/connect/discuss routine using the 3 reads. Students will justify their reasoning with a partner or within the small group based on high level questions (DOK) asked by the teacher (SMP6).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core, focusing on 4.NBT.B.4, students will participate in a strategy group 3-5 times a week for 15 minutes. Students will use scaffolding and examples of multi-digit multiplication including that start with simpler numbers such as two-digit by one digit, use of place value blocks, pictures and models. Students will then move to practicing the various multiplication strategies, including area models, standard algorithm, distributive property, and partial products (SMP1). The teacher will ask various level questions (DOK) to support conceptual understanding of the above strategies and skills (SMP6), use of manipulatives, whiteboards, and provide models/examples. Progress monitoring occurs every 1-2 weeks. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During intervention block outside the core, 3-5 days a week for 30 minutes, students will focus on multiplying using various strategies for 4.NBT.B.5. Students will be able to solve using these strategies and look at interpret these models and know how to create distributive property equations. Teacher will be using prerequisite skills to scaffold, reviewing basic multiplication, repeated addition and equal groups, putting numbers in expanded form, understanding the values of digits in different place values, multiplying greater numbers, adding partial products, using base ten blocks to show model areas. (SMP6) Students will goal set by reviewing the rubric, seeing where they are and understand what they need to do to reach proficiency. Progress monitoring happens by weekly exit tickets, using common formative assessments.

4th Grade ELA Goal

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

By implementing partner-talk, conferring, and use of rubrics, we will increase from 0% to 25% in 4th grade, including 25% of Black, Indigenous, and Students of Color, will use their understanding of structure, development, and language from their work within the narrative unit to understand how to organize their research in order to create a well-organized and formatted research paper in 25% of their final on-demand assessment and other work samples collected throughout the unit.



Curriculum: the standards and units we are targeting

STANDARD: W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

UNIT: Schoolwide Writing Nonfiction



Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the ELA/writing core we will be focusing on W.5.2, write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will participate in daily whole-group intervention for 15-30 minutes with a focus on formatting, organization, and structure. The teacher will scaffold the problems by helping students identify the steps required to organize the information they collect and present it in a correctly formatted paper. Additionally, students will work to understand the how to add transitions into their writing and introduce/conclude their paper. Students will identify areas to improve in through conferring and comparing work samples to the provided rubric. Students will also use peer editing/partner-talk, small group conferring, and revision to complete their final drafts. Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data. We will use comprehension checks and CFA's to collect data throughout the unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core, focusing on W.5.2, writing informational texts, in small groups, students will participate in strategy groups 3-5 times a week for 15 minutes with a focus on organizing information and structuring their paper. The teacher will scaffold the concept by helping students identify the steps required to format their research paper using a graphic organizer. Students will collect information through research and organize their research in a manner that makes sense. Also, students will use writing samples and examine the rubric/checklist to help develop understanding of proper components of a research paper. Progress monitoring occurs every 1-2 weeks with feedback from the teacher and peers. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During the intervention block, outside of the core, with a focus on W.5.2, students will take part in the use of tools that will build background knowledge, CCD charts, cues and clues, observation charts, vocabulary, TPR, non-fiction text features, SEA strategies, and writing using sentence stems. The teacher will provide graphic organizer for sentence and/or paragraphs, provide proficient peer examples, and use real aloud texts to support background knowledge and fact finding. Progress monitoring occurs every week with feedback from the teacher and peers. Students will be goal setting every 1-2 weeks using success criteria (student checklist) and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

4th Grade SEL Goal

Achieve a 76% pass rate for the selected standard by the end of the quarter.

By implementing Getting Along Together curriculum, 76% of students will report an increase in their feelings of positive relationship skills in the climate survey and the end-of-year survey compared to beginning-of-year benchmark. We chose relationship skills because it was the lowest area for our students compared to 68% in self awareness and 64% in sense of belonging. We are specifically focusing on "I am good at solving conflicts with others." This particular question was 36.9% sometimes true, 16% seldom true and 6% almost never true.

Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Our first action step to help build school foundational supports is the implementation of schoolwide Social Emotional Learning curriculum (Getting Along Together). Holding staff accountable for the appropriate implementation of the curriculum, including 10 one-hour lessons to begin, weekly schoolwide cooperative challenges, and weekly/daily lessons. Continue Larchmont Lion Leaders. All staff will support this work by looking for the Schoolwide Cooperative challenge skills, reinforcing with common language and supporting the incentives and overall building plan. The cooperative challenge skills will be communicated through the Daily Dish. Specialists, paras and office staff will be trained on main ideas and goals of the program.

STRENGTHENING ADULT SEL CAPACITY

Schoolwide staff training to support consistent implementation of SEL standards. Provide PD trainings. Data day trainings. Support and model curriculum instruction in individuals classrooms, as needed. Provide daily reminders of the weekly schoolwide Cooperative Challenge. In August training, staff agreed to 1 hour of SEL lessons for the first 10 lessons, followed by weekly 30 minutes lessons and 30 class counsel meetings, schoolwide cooperative challenge, equitable team formation and point systems, and weekly cool kid recognition. Coach and counselor co-support classroom teachers. We will also strengthen adult SEL through Professional Development, PLCs, and the schoolwide communication around goals from the Getting Along Together program.

5th Grade Math Goal

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

By implementing partner-talk, use of manipulatives/models, and number talks, we will increase from 40% to 60% in 5th grade, including 60% of Black, Indigenous, and Students of Color, will use their understanding of addition/subtraction, and their new knowledge about decimals and place value, to add/subtract decimal numbers in 60% of assigned math problems on their comprehension checks.

Curriculum: the standards and units we are targeting

STANDARD: 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

UNIT: Unit 2 Decimals and Fractions: Place Value, Addition, and Subtraction

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the math core we will be focusing on 5.NBT.B.7, adding and subtracting, multiply and divide decimals. Students will participate in daily whole-group intervention for 15-30 minutes with a focus on analyzing decimal numbers and place value. The teacher will scaffold the problems by helping students identify the steps required to add/subtract decimals with an emphasis on attention to precision (SMP6). Additionally, students will solve problems by drawing pictures to represent their thinking and be able to restate the problem in their own words. Students will identify important information within a word problem, using CUBES/DEALS strategy, and with prompting from high DOK questioning (SMP6). Students will explain their solution and strategies by justifying how they got their answer and the model they used to solve during partner turn and talk using Ready Classroom discourse strategies, such as 3 Reads. Students will use manipulatives such as place value blocks, place value charts, CCD vocabulary charts and area models to show their thinking (SMP1). Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data. We will use comprehension checks and CFA's to collect data throughout the unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core, focusing on 5.NBT.B.7, adding/subtracting multiply and divide decimals. In small groups, students will participate in strategy groups 3-5 times a week for 15 minutes with a focus on place value. The teacher will scaffold the problems by helping students identify the steps required to add/subtract decimal numbers using a graphic organizer. Students will solve problems by drawing pictures of concrete models to represent their thinking and be able to restate the problem through words, pictures, or numbers (SMP6). Also, students will use manipulatives to help develop understanding of place value patterns. Progress monitoring occurs every 1-2 weeks. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During intervention block outside the core in small groups, 3-5 days a week for 30 minutes, students will focus on 5.NBT.B.7, adding/subtracting decimals and related supporting standards. Students will explain their reasoning using concrete models, pictures, and numbers. Students will describe place value patterns, connect whole number addition and subtraction to that of decimals, and solve a variety of problems. Teacher will scaffold addition and subtraction problems, model concrete and pictorial models to solve written equations, assist students to describe the place value patterns, and provide a variety of problems to solve. Progress monitoring occurs every 1-2 weeks. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

5th Grade ELA Goal

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

By implementing partner-talk, conferring, and use of rubric, we will increase from 0% to 25% in 5th grade, including 25% of Black, Indigenous, and Students of Color, will use their understanding of structure, development, and language from their work within the narrative unit to understand how to organize their research in order to create a well-organized and formatted research paper in 25% of their final on-demand assessment and other work samples collected throughout the unit.

Curriculum: the standards and units we are targeting

STANDARD: W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

UNIT: Schoolwide Writing Nonfiction Biography

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the ELA/writing core we will be focusing on W.5.2, write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will participate in daily whole-group intervention for 15-30 minutes with a focus on formatting, organization, and structure. The teacher will scaffold the problems by helping students identify the steps required to organize the information they collect and present it in a correctly formatted paper. Additionally, students will work to understand the how to add transitions into their writing and introduce/conclude their paper. Students will identify areas to improve in through conferring and comparing work samples to the provided rubric. Students will also use peer editing/partner-talk, small group conferring, and revision to complete their final drafts. Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data. We will use comprehension checks and CFA's to collect data throughout the unit.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core, focusing on W.5.2, writing informational texts, in small groups, students will participate in strategy groups 3-5 times a week for 15 minutes with a focus on organizing information and structuring their paper. The teacher will scaffold the concept by helping students identify the steps required to format their research paper using a graphic organizer. Students will collect information through research and organize their research in a manner that makes sense. Also, students will use writing samples and examine the rubric to help develop understanding of proper components of a research paper. Progress monitoring occurs every 1-2 weeks. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During the intervention block outside the core, 3-5 days a week for 15 minutes students will take part in the use of tools that will build background knowledge, CCD charts, cues and clues, observation charts, vocabulary, TPR, non-fiction text features, SEA strategies, and writing using sentence stems. The teacher will provide opportunities for writing, peer and teacher feedback using the student checklist, and building of background knowledge to select details for their writing. Progress monitoring occurs every 1-2 weeks. Students will be goal setting every 1-2 weeks using success criteria and setting an overall 10 week goal using pre/post test data with feedback from the teacher.

5th Grade SEL Goal

Achieve a 76% pass rate for the selected standard by the end of the quarter.

By implementing Getting Along Together curriculum, 76% of students will report an increase in their feelings of positive relationship skills in the climate survey and the end-of-year survey compared to beginning-of-year benchmark. We chose relationship skills because it was the lowest area for our students compared to 68% in self awareness and 64% in sense of belonging. We are specifically focusing on "I am good at solving conflicts with others." This particular question was 36.9% sometimes true, 16% seldom true and 6% almost never true.

Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Our first action step to help build school foundational supports is the implementation of schoolwide Social Emotional Learning curriculum (Getting Along Together). Holding staff accountable for the appropriate implementation of the curriculum, including 10 one-hour lessons to begin, weekly schoolwide cooperative challenges, and weekly/daily lessons. Continue Larchmont Lion Leaders. All staff will support this work by looking for the Schoolwide Cooperative challenge skills, reinforcing with common language and supporting the incentives and overall building plan. The cooperative challenge skills will be communicated through the Daily Dish. Specialists, paras and office staff will be trained on main ideas and goals of the program.

STRENGTHENING ADULT SEL CAPACITY

Schoolwide staff training to support consistent implementation of SEL standards. Provide PD trainings. Data day trainings. Support and model curriculum instruction in individuals classrooms, as needed. Provide daily reminders of the weekly schoolwide Cooperative Challenge. In August training, staff agreed to 1 hour of SEL lessons for the first 10 lessons, followed by weekly 30 minutes lessons and 30 class counsel meetings, schoolwide cooperative challenge, equitable team formation and point systems, and weekly cool kid recognition. Coach and counselor co-support classroom teachers. We will also strengthen adult SEL through Professional Development, PLCs, and the schoolwide communication around goals from the Getting Along Together program.

Kindergarten Math Goal

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

By implementing a variety of supportive instructional strategies such as number talks, teacher led high level questioning with A/B partner think-pair shares, start slides focused on review questions from i-Ready math curriculum, using manipulatives, 1:1 check ins, and ongoing assessments, we will increase from 61% to 75% of students in kindergarten, including 75% of Black, Indigenous, and Students of Color, will accurately give the correct number name for each object counted to 10, in 75% of 1:1 formative assessments through out and 1:1 post assessment at the end of the unit.

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 1 Numbers 0-5: Counting, Writing, and Comparing

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the math core we will be focusing on K.CC.B.4 understanding the relationship between numbers and quantities. Students will participate in daily whole-group instruction for 15-30 minutes with a focus on connecting counting to cardinality. Teachers will teach counting objects 1-10 by using strategies such as use of ten frames, counters, and other manipulatives (variety of objects). Teachers will use the 3 reads and high level questioning DOK (SMP6) to support student discourse. Students will explain their thinking and strategy used by justifying how they got their answer during partner turn and talk in A/B partners. Students will say the number names in order, pair number name with correct number of objects, and understands that each successive number name refers to a quantity that is larger (SMP1). Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data. We will use comprehension checks and CFA's to collect data throughout the unit, at least every two weeks and feedback will be given to students to progress monitor towards their goal.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the math core, students will participate in a strategy groups for 15 minutes at least twice a week with a focus on K.CC.B.4 understanding the relationship between numbers and quantities. Students will use drawings, number group flashcards, ten frames, manipulatives to count numbers 0-10 (SMP6). Teachers will ask students to say the number name as they point to each object, ask students to count in a straight line and then move to arrays/circles, and count on to the original number of items by adding one item (counting up 1) (SMP6). Students will also goal set at the beginning of the unit, considering feedback from the teacher after their pre-assessment data. We will use comprehension checks and CFA's to collect data throughout the unit, at least every two weeks and feedback will be given to students to progress monitor towards their goal.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During intervention block outside the core, 3-5 days a week for 30 minutes, students will focus on K.CC.B.4 understanding the relationship between numbers and quantities. Teachers will meet with students in a small strategy groups to work on saying the names of the numbers counted to ten by using manipulatives, chants, songs, and movement. Students will use drawings, number group flashcards, ten frames, manipulatives to count numbers 0-10 (SMP6). Students will goal set at least every two weeks considering feedback from the teacher after CFA's. We will use comprehension checks and CFA's to collect data throughout the unit as well, at least every two weeks, and feedback will be given to students to progress monitor towards their goal.

Kindergarten ELA Goal

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

By implementing a variety of supportive instructional strategies such as letter sound movement videos, alphabet flashcards, alphabet sorts by same sound, teacher led high-level questioning for A/B partner think pair share, 1:1 check ins, alphabet chart, small groups, individual letter sound games, we will increase from 55% to 70% of students in kindergarten will name the sound of each letter, including 70% of Black, Indigenous, and Students of Color, in 70% of 1:1 formative assessments through out and 1:1 post assessment at the end of the unit.

Curriculum: the standards and units we are targeting

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

UNIT: Phonics Unit 2 Word Scientists

Steps: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

In the reading core we will use the Lucy Calkins Unit of Study phonics lessons to address RF.K.4 read emergent texts with purpose and understanding. Students will participate in daily whole group instruction for 15-20 minutes with a focus on teaching letter sounds. The teacher will develop students bank of sight words, build vocabulary through CCD charts, and demonstrate reading through read alouds. The teacher will have one on one conferring and provide tools like letter sounds and vowel charts. Students will also goal set on their letter sounds at the beginning of the year as well 2-3 additional points in time, prior to the end of the year assessment. Specific feedback from the teacher will be given after each assessment and then student goal setting will follow based on the feedback. We will use WAKids and DRA assessments to collect data.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the core, focusing on RF.K.4 read emergent texts with purpose and understanding, students will participate in strategy groups three times a week for 15 minutes to work on Phonics. The teacher will read and build alphabet charts, produce the correct sound when seeing the letter, reinforce sight words, and include phonic word sorts in which students sort the pictures and practice saying the beginning letter sound of each picture. Students will work on letter sound recognition using letter flashcards, letter sound chants, and letter sound mouth formations. Students will also goal set on their letter sounds at the beginning of the year as well 2-3 additional points in time, prior to the end of the year assessment. Specific feedback from the teacher will be given after each assessment and then student goal setting will follow based on the feedback. We will use WAKids and DRA assessments to collect data.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

During intervention block outside the core, 3-5 days a week for 30 minutes, students will focus on RF.K.4 read emergent texts with purpose and understanding through identifying letters and saying the sounds. The teacher will meet with students in a small strategy group to work on letter sounds by using manipulatives, chants, songs, and movement. Students will look at a picture and tell the beginning sound, look at a word and identify a pattern, skip an unknown word to keep reading and solve it, and try both vowel sounds to identify an unknown word. Students will goal set by self-assessing their understanding of the criteria (reading strategies) with teacher support, every week. Progress monitoring happens weekly when providing an assessment around the identified criteria of the week.

Kindergarten SEL Goal

Achieve a 76% pass rate for the selected standard by the end of the quarter.

By implementing Getting Along Together curriculum, 76% of students will report an increase in their feelings of positive relationship skills in the climate survey and the end-of-year survey compared to beginning-of-year benchmark. We chose relationship skills because it was the lowest area for our students compared to 68% in self awareness and 64% in sense of belonging. We are specifically focusing on "I am good at solving conflicts with others." This particular question was 36.9% sometimes true, 16% seldom true and 6% almost never true.

Steps: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

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Behavior Goal

Ensure 95% of students have behaviors NOT resulting in suspension or expulsion.

By implementing specific interventions, such as Check in/out, behavior contracts and social emotional groups. (based on an intervention matching screener teachers filled out for each student that was rated as "at risk") Additionally we will be implementing small friendship groups, & mindfulness brain breaks within each classroom. 95% of those students will learn to better manage their emotions and behavior while at school according suspension data and the Spring screener. Using SIBS & SEBS data from the fall and spring will help us to determine growth for each student.

Root Cause Analysis

Equity is being addressed in the classroom by teachers using culturally responsive teaching strategies such as; AB partner discussion, share out, differentiated intervention based on data, visual supports; such as word wall CCD charts, and individual goal setting with teacher feedback. To close the achievement gap teachers are analyzing data to target specific skills and interventions in small groups, during small group time teachers will emphasize de-escalation and SEL curriculum strategies.

Steps: how we will accomplish this goal

ACTION STEP INTRODUCTION

Cut off scores for the SIBS/SEBS screener are as follows; Not at risk scores are 4 or less, On the Radar scores are between 5-8 and At risk is 9 or more. Each student was identified into one of those categories, our baseline goal is to move students down 2 points with the ultimate goal of moving students into a new category which in turn will help them become more successful in academics as well as socially. Our Baseline data is 26 students at risk, 41 on the radar and 134 not at risk.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Schoolwide currently we are using these strategies to reach our goal: Getting Along Together SEL curriculum/strategies, mindfulness brain breaks, and Zones of Regulation

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We have identified students as "at risk & on the radar" (tier 2) using the SIBS/SEBS and matched them with interventions to begin implementing small social skills groups, small friendship groups, as well as individual interventions such as check in/out, behavior contracts, self-monitoring, goal setting, etc. Parents will be communicated to through these intervention at least twice a month. Amount communication will depend on the type of intervention.