

# Continuous Achievement Process & Plan

## 2022 Quarter 2

*“The purpose of education is Generational Wellbeing.” – Dr. Constance Daw Franklin will provide paradigm-shifting educational opportunities for students. We will be known in the community as a safe, loving environment for all kids, and as site for academic excellence as determined by Washington State standards. Racially-based outcome determination patterns will not apply at Franklin Elementary School.*

### Our Vision

The Franklin Elementary School community teaches effectively to ensure that every student is prepared to think, process, communicate and problem solve effectively for the sake of academic excellence and in support of generational wellbeing.

### Our Mission

Our dedicated and skillful staff works in partnership with the community to prepare each student for a successful future as a responsible citizen. We engage each student with effective, culturally responsive instructional practices in a positive climate to promote social and academic excellence.

# 1st Grade Math Goal

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

*There are 8% (3 of 39) of 1st grade students meeting the standard 1.G.A.2 as of 1 By June 3, 2022 the percent of students meeting the standard will increase to 25% as measured by Comprehension Checks and Unit Assessment from I-Ready Classroom. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding. Comprehension Checks and Unit Assessment from Ready Classroom. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.*

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

**STANDARD:** 1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**UNIT:** Unit 6 Geometry: Analyzing, Composing, and Partitioning Shapes

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: - Presenting a rigorous, grade level task using the three reads protocol - Guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representations

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: - additional problems - using concrete representations/manipulatives to move from physical, to visual, to symbolic representation - providing sentence stems for conversation

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

# 1st Grade ELA Goal

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

*There are 23% of 1st grade students meeting the standard of using the illustrations and details in a text to describe its key ideas (RI.1.7) By June 3, 2022 the percent of students meeting the standard will increase to 40% as measured by "Meeting" on the TPS single point rubric for RI 1.7 One way we will accomplish this is through implementing a variety of strategies that build an inclusive and equitable culture that represents a wide variety of learners.*

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

**STANDARD:** RI.1.7 Use the illustrations and details in a text to describe its key ideas.

**UNIT:** Other Reading Nonfiction Unit

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Action Step 1: Utilize intentional planning using the lesson planning document from the K-5 Literacy Framework (page 5D) as a guide; in all while group and small group ELA lessons, increase student discussion using the Text Discussion Protocol-Schoolwide and What are Peer Partnerships? from the K-5 Literacy Framework (24G)

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Action Step 2: Using assessment data gathered during Action Step 1, identify common needs using the TPS single-point rubric for RI.1.7; provide instruction and feedback in a flexible strategy group(s) (K-5 Literacy Framework 23 (G); monitor progress using the Nonfiction - Student Performance Checklist for Reading, and TPS single-point rubric for RI.1.7

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

# 2nd Grade Math Goal

*Achieve a 35% pass rate for the selected standard by the end of the quarter.*

*There are 17% of 2nd-grade students meeting the standard. By June 3rd, 2022, the percent of students meeting the standard will increase to 35% as measured by Comprehension Checks and Unit Assessments from Ready Classroom. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade-level content and shifts from remediation to support and scaffolding.*

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

**STANDARD:** 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

**UNIT:** Unit 3 Numbers Within 1,000: Place Value, Addition, and Subtraction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen the Try, Discuss, Connect Protocol from Ready Classoms by: \* Presenting a rigorous, grade-level task using the three reads protocol \* Guide class conversations using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse \*Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representation \*

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: \*Additional problems \*using concrete representations/manipulatives to move from physical, to visual, to symbolic representation \*providing sentence stems for conversation

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students not responding to steps 1 and 2, looking deeper into conceptual understanding and misunderstanding might be necessary. Working with students in small groups and using hands-on, engaging activities will to provide the understanding they may be lacking as they progress towards mastery.

# 2nd Grade ELA Goal

*Achieve a 35% pass rate for the selected standard by the end of the quarter.*

*There are 17% of 2nd-grade students meeting the standard of being able to compare and contrast the most important points presented by two texts on the same topic. (RI. 2.9) By June 3, 2022, the percent of students meeting the standard will increase to 35% as measured by "Meeting" on the TPS single-point rubric RI. 2.9) One way we will accomplish this is through the implementation of a variety of strategies that build on inclusive and equitable culture that represent a wide variety of learners.*

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

**STANDARD:** RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

**UNIT:** Other Reading Nonfiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Utilize intentional planning using the lesson planning document from the K-5 Literacy Framework (page 5D) as a guide, in all whole group and small group ELA lessons, increase student discussions using the Text Discussion Protocol-Schoolwide and What Are Peer Partnerships? from the K-5 Literacy Framework (24G)

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Using assessment data gathered during Action Step 1, identify common needs using the TPS single-point rubric RI.2.9; provide instruction and feedback in a flexible strategy group(s) K-5 Literacy Framework 23G; monitor progress using the Nonfiction- Student Performance checklist for Reading and TPS single-point rubric for RI.2.9.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students not responding to steps 1 and 2, looking deeper into conceptual understanding and misunderstanding might be necessary. Working with students in small groups and using hands-on, engaging activities will provide the understanding they may be lacking as they progress towards mastery.

# 3rd Grade Math Goal

*Achieve a 35% pass rate for the selected standard by the end of the quarter.*

*There are 18% of 3rd-grade students meeting the standard of 3.OA.A.3. by June 3rd, 2022, the percent of students meeting the standard will increase to 35% as measured by Comprehension Checks and Unit Assessments from Ready Classroom. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade-level content and shifts from remediation to support and scaffolding.*

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

**STANDARD:** 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**UNIT:** Unit 3 Multiplication: Finding Area, Solving Word Problems, and Using Scaled Graphs

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen the Try, Discuss, Connect Protocol from Ready Classoms by: \* Presenting a rigorous, grade-level task using the three reads protocol \* Guide class conversations using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse \*Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representation by using 7

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: \*students self-assessing on the single-point rubric and using rough draft math to revise thinking and problem-solving. \*Additional problems \*using concrete representations/manipulatives to move from physical, to visual, to symbolic representation \*providing sentence stems for conversation using TWR For students not responding to steps 1 and 3, looking deeper into conceptual understanding and misunderstanding might be necessary. Working with students in small groups and using hands-on, engaging activities will provide the understanding they may be lacking as they progress towards mastery. LRC teacher pulls out daily for 30 minutes to provide specialized instruction toward this goal and standard by reviewing exit slips and student work.

# 3rd Grade ELA Goal

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

*There are 45% of 3rd-grade students meeting the standard of using the main idea of a text; recounting the key details and explaining how they support the main idea ( RI.3.2). By June 3, 2022, the percent of students meeting the standard will increase to 65% as measured by "Meeting" on the TPS single point rubric for RI.3.2. One way we will accomplish this is through implementing a variety of strategies (UDL Framework) that build an inclusive and equitable culture that represents a wide variety of learners.*

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

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

**UNIT:** Schoolwide Reading Nonfiction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Utilize intentional planning using the lesson planning document from the K-5 Literacy Framework (page 5 D) as a guide, in all whole group and small group ELA lessons, increase student discussions using the Text Discussional Protocol- Schoolwide and What Are Peer Partnerships? from the K-5 Literacy Framework (24G). Use UDL Framework as tool during planning, as well as incorporating TWR (The Writing Revolution) strategies/sentence stems to increase both reading and writing in all content areas.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will do small group work 4 days a week. Our small group's work will reinforce our whole group instruction. These small groups will be guided by the rubrics (single point) provided to the whole class. On days when small groups are student-directed, there will be a variety of ways students can represent their learning. 1:1 conferring will include students interviews to monitor students' progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Using assessments data gathered during Action Step 1, identify common needs using the TPS single-point rubric for RI.3.2; provide instruction and feedback in a flexible strategy group (s) (K-5 Checklist for Reading, and TPS single-point rubric for RI.3.2. Use UDL Framework and The Writing Revolution strategies during small groups and 1-1 conferring. Share feedback to LRC & Support Staff by looking at rubrics and student work during our PLC's.

# 4th Grade Math Goal

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

*By May 15th, students meeting 4th grade proficiency in the standard 4.G.A.2 will increase to 40% from 20% as measured by iReady, curriculum based, and standard based assessments. All students will be able to access grade level content and rubrics in a whole group setting. Formative data will be used to determine which students need help in small group and one on one group settings.*

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

**STANDARD:** 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

**UNIT:** Unit 5 Geometry and Measurement: Figures, Classification, and Symmetry

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

As a tier 1 strategy to support 4th graders at standard proficiency we will provide 4.G.A.2 rubrics to all students. We will participate in self assessment and goal setting as part of the district iReady unit. During independent work time all students will have access to district created math videos and teacher assigned iReady lessons which pre-teach the skill they will learn in whole group instruction.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

After whole group instruction, we will pull small groups based on student self assessment and our formative assessment during the lesson. These small groups will be guided by the rubrics provided to the whole class.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In daily 30 minute LRC pull outs, students will receive support towards meeting 4.G.A.2 through lessons about categorizing shapes.



# 4th Grade ELA Goal

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

*By May 31st 2022 students meeting 4th grade proficiency in the standard RI.4.9 will increase to 50% from 30% as measured by DRA, iReady, and curriculum based assessments. All students will be able to access grade level content and rubrics in a whole group setting. Formative data will be used to determine which students need help in small group and one on one settings.*

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

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

**UNIT:** Schoolwide Reading Opinion Enhanced Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

As a tier 1 strategy to support 4th graders at standard proficiency we will provide RI.4.9 rubrics to all students. We will participate in self assessment and goal setting as part of the district Schoolwide nonfiction units.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will do small group work 4 days a week. Our small groups work will reinforce our whole group instruction. These small groups will be guided by the rubrics provided to the whole class. On days when small groups are student directed there will be a variety of ways students can represent their learning. 1:1 conferring will include students interviews to monitor student's progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In daily 30 minute LRC pull outs and pull outs by a para, students will receive support towards meeting RI.4.9 through reading fluency and informational comprehension lessons.

# 5th Grade Math Goal

*Achieve a 38% pass rate for the selected standard by the end of the quarter.*

*By May 15th, students meeting 5th grade proficiency in the standard 5.G.B.4 will increase to 38% from 18% as measured by iReady, curriculum based, and standard based assessments. All students will be able to access grade level content and rubrics in a whole group setting. Formative data will be used to determine which students need help in small group and one on one group settings.*

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

**STANDARD:** 5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .

**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

As a tier 1 strategy to support 5th graders at standard proficiency we will provide 5.G.B.4 rubrics to all students. We will participate in self assessment and goal setting as par of the district iReady unit. During independent work time all students will have access to district created math videos and teacher assigned iReady lessons which pre-teach the skill they will learn in whole group instruction.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

After whole group instruction, we will pull small groups based on student self assessment and our formative assessment during the lesson. These small groups will be guided by the rubrics provided to the whole class.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In daily 30 minute LRC pull outs, students will receive support towards meeting 5.G.B.4 through lessons about categorizing shapes.

# 5th Grade ELA Goal

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

*By May 31st 2022 students meeting 5th grade proficiency in the standard RI.5.9 will increase to 50% from 31% as measured by DRA, iReady, and curriculum based assessments. All students will be able to access grade level content and rubrics in a whole group setting. Formative data will be used to determine which students need help in small group and one on one settings.*

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

**STANDARD:** RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**UNIT:** Schoolwide Reading Opinion Enhanced Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

As a tier 1 strategy to support 5th graders at standard proficiency we will provide RI.5.9 rubrics to all students. We will participate in self assessment and goal setting as part of the district Schoolwide nonfiction units.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

We will do small group work 4 days a week. Our small groups work will reinforce our whole group instruction. These small groups will be guided by the rubrics provided to the whole class. On days when small groups are student directed there will be a variety of ways students can represent their learning. 1:1 conferring will include students interviews to monitor student's progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In daily 30 minute LRC pull outs and pull outs by a para, students will receive support towards meeting RI.5.9 through reading fluency and informational comprehension lessons.

# Kindergarten Math Goal

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

*S: By June 3rd 2022 70% of Kindergarten students will meet standard. M: Comprehension checks, unit assessments, exit tickets from i-Ready and post test from Ready Math Lesson 24. A: Use the single point rubric for CCSS.MATH.CONTENT.K.OA.A.2 throughout the entire goal window, to provide feedback for each student, based off exit tickets and informal formative assessments. R: Every Kindergartener will show growth in their understanding of the standard CCSS.MATH.CONTENT.K.OA.A.2 on the single point rubric. T: March 1st to June 3rd 2022 I: Intentionally invite students to engage in math instruction personalized by their needs as determined through formative assessments throughout window. E: Use whole group, small group and 1:1 instruction based on student centered strategies.*

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

**STANDARD:** K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**UNIT:** Unit 4 - Numbers Within 10: Addition and Subtraction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen instructional strategies of mathematical teaching practice: With kindergarten, we aim to develop rigorous turn and talk procedures and with robust scaffolded discussion stems and practices around student expression of mathematical thinking and reflection on the mathematical thinking of their peers. Monitor student discourse. Model discourse sessions daily in morning meeting and at the top of whole group instruction.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Use instructional strategies to engage small group lessons focusing on the use of math manipulatives and student illustrations to help represent their own thinking and demonstrate their understanding in the small group setting. Provide ample scaffolding for each lesson in the small group. Encourage revoicing peers thinking and model what that looks like for students with emerging mathematical thinking.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Coordinated small groups with LAP and other available resources (Title Para) for tier 3 students to work on foundational skills twice a week for 15 minute sessions. Focus on CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality to shore up skill set working with addition and subtraction story problems. Counting forward and backward. Assessments reviewed with support staff and classroom teachers to determine next steps throughout length of CAP window.

# Kindergarten ELA Goal

*Achieve a 54% pass rate for the selected standard by the end of the quarter.*

*There are 29% of Kindergarten students meeting the standard based on i-Ready winter diagnostic and formative assessments on RI.K.9 By June 3rd, 2022, The percent of students meeting the standard will increase to 54% as measured by "meeting" by both i-Ready spring diagnostic subdomain informational text and RI9 Summative Assessment from schoolwide. One way we will accomplish this is through implementing a variety of strategies that build an inclusive and equitable culture that represents a wide variety of learners.*

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

**STANDARD:** RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**UNIT:** Schoolwide Reading Nonfiction

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

As part of teaching students to identify similarities and differences, we will utilize daily routine of naming 3 things same, 3 things different during partner share discussion routines. We will habituate turn and talk routines that focus on same/difference 15 minutes per week spread across morning meeting and readers workshop with record keeping on student participation.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Use student's daily work from the schoolwide Non-fiction unit to focus on increasing awareness of similarities and differences between two different texts on the same topic. Use teacher assigned i-Ready lessons that focus on RI9 reading comprehension and use the TPS Single point rubric for RI9 to identify common needs that will anchor our teaching strategies. Feedback will be given on common formative assessments from Schoolwide and PLC team meeting created assessments targeting specific skills needed as identified by previous assessments.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

LRC and TITLE team will provide 1:1 intervention based on formative assessments during the unit of study window, as well as reinforce turn and talk partnershare procedures developed in core instructional class time with small group teams.

# SEL Goal

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

*Daily have staff introduces inclusive traits such as bucket filling, empathy, etc. Daily announcement introducing the inclusion traits in the bulletin (counselor's corner), with a focus during community circle time/class meetings. Panther New's Letter will inform parents and the community of the inclusion trait of the month.*

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

### PROMOTING SEL FOR STUDENT IMPACT

Staff will introduce inclusive traits such as bucket filling, empathy, etc. daily We will make daily announcements introducing the inclusion traits in the bulletin (counselor's corner), with a focus during community circle time/class meetings. Panther New's Letter will inform parents and the community of the inclusion trait of the month.

### STRENGTHENING ADULT SEL CAPACITY

Staff meetings will begin with the inclusion trait along with social awareness strategies, opportunities, etc. Counselor, Coach, and Principal will have monthly class meetings for clarity and understanding of the inclusion trait of the month. We will add questions from the Climate Survey from the social awareness and inclusion sections to our PLC templates to help us monitor progress toward this goal on a regular basis.

# Behavior Goal

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

*Franklin Elementary will increase the number of students who are kept in school rather than being excluded from school by implementing restorative practices, PBIS systems (check and connect) with the counselor. Classroom teachers will use daily Zone of Regulation as a social emotional learning framework & GAT lessons, along with morning meetings/afternoon meetings to create positive spaces for students to solve their problems and school. Partnering with families through regular conferencing/community circles will help to build trust and relationships with students and families.*

## Root Cause Analysis

Equity is being addressed by the creating positive spaces for students to solve problems at school through class meetings and pathways to regulation and providing community circles/conferencing with parents, staff, and community members, which will reduce the number of incident counts.

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

By implementing PBIS, Zones of Regulation & GAT lessons with students, through morning meetings, restorative circles, and parent support, this will increase academic engagement and inclusion, and reduce the the current number of discipline incidents.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Staff have been trained in PBIS, Zones of Regulation, and some with restorative practices. During this CAP quarter 2, we will make PBIS, Zones of Regulation, and restorative practices a priority in our monthly staff meetings to help provide a culture of trust, belonging, and equity for all. The PLC templates will include a section for behavior incidents to help us monitor and track our progress.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

All teachers will have skills and strategies to implement PBIS systems, morning meetings, and Zones of Regulation, and restorative practices during this quarter 2 of CAP.