

## Bryant Montessori School

# Continuous Achievement Process & Plan

### 2023 Quarter 2

*Dr. Maria Montessori first designed Montessori Education over one hundred years ago in Italy. Her philosophy calls to respect every child and provide that child a well prepared learning environment to encourage intellectual, emotional, and physical development in a noncompetitive classroom where each child is allowed choice in what they work on. Classrooms are set into houses; Children's House, Lower Elementary, Upper Elementary, and Middle School.*

#### **Our Vision**

Using the Montessori philosophy, we provide a peaceful, rigorous educational environment in which each child is encouraged to grow to their fullest potential academically, socially and emotionally.

#### **Our Mission**

To develop independent life-long learners who are compassionate, peaceful citizens and who contribute to a global community. Using the Montessori philosophy, we provide a peaceful, enriched educational environment in which each child is personally encouraged to grow up to their fullest potential academically, socially, and emotionally.

# 1st Grade Math Goal

*Achieve a 0% pass rate for the selected standard by the end of the quarter.*

See 3rd grade

## **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

See 3rd grade

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

See 3rd grade

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

See 3rd grade

# 1st Grade ELA Goal

*Achieve a 0% pass rate for the selected standard by the end of the quarter.*

*See 3rd grade*

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

**STANDARD:** RI.1.8 Identify the reasons an author gives to support points in a text.

**UNIT:** Schoolwide Reading Nonfiction

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

*See 3rd grade*

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

*See 3rd grade*

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

*See 3rd grade*

# 2nd Grade Math Goal

*Achieve a 0% pass rate for the selected standard by the end of the quarter.*

*See 3rd grade*

## **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 1 Numbers Within 20: Addition, Subtraction, and Data

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

*See 3rd grade*

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

*See 3rd grade*

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

*See 3rd grade*

# 2nd Grade ELA Goal

*Achieve a 0% pass rate for the selected standard by the end of the quarter.*

*See 3rd grade*

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

**STANDARD:** RI.2.8 Describe how reasons support specific points the author makes in a text.

**UNIT:** Schoolwide Reading Nonfiction

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

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

See 3rd grade

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

See 3rd grade

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

See 3rd grade

# 3rd Grade Math Goal

*Achieve a 85% pass rate for the selected standard by the end of the quarter.*

*Our goal is to help 100% of third grade students will make growth of 3 points as determined by the Lower El Montessori team-created rubric for 3.NBT.2. Our goal is strategic because it addresses a real academic need for our students around arithmetic. Our goal is Measurable using common assessments and team-created rubrics. Our goal is Ambitious because we are hoping to achieve 100% proficiency on our goal. Our goal is Realistic as this is a regular part of our Montessori curriculum and learning. Our goal is Time-Bound because we will achieve proficiency in addition by January and proficiency in subtraction by June. Our goal is inclusive because all of our students will have differentiated access to the kinds of materials and instruction each one needs. Our goal is equitable because it meets each student where there are, without judgement, and brings each one further in their learning. Our goal is also equitable because we will communicate frequently with families to update them about student progress and build our awareness of cultural or socio-economic barriers. Steps: how we will accomplish this goal*

**SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS** Assess our students using our common Montessori team-created pre-assessment to find out students' starting level. Place students on our Montessori team-created rubric. **SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS** Implement lessons and materials to address each students' needs. Introduce Montessori materials as they are de

## Curriculum: the standards and units we are targeting

**STANDARD:** 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**UNIT:** Unit 1 Whole Numbers: Place Value, Comparison, Addition, and Subtraction

## Steps: how we will accomplish this goal

**SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS**

1. Daily math work in subtraction with each third grade student. Once they are proficient we will do a check in weekly. Daily math work may include Ready Math assignments, iReady assignments, Montessori math book assignments, work with Montessori Materials-as assigned by each classroom team. Proficiency will mean that students can correctly solve arithmetic problems of Dynamic Subtraction 90% of the time.

**SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS**

2. Remediation lessons daily with those who are struggling with reaching proficiency. Remediation lessons may include small group instruction in standard algorithm subtraction, structured use of Montessori Materials such as Golden Beads, Bead Frames, or the Stamp Game. Remediation lessons may also include assignments specially designed assignments to address specific deficits in student learning.

**SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS**

3. Math Groups with specific instruction around Dynamic Subtraction. These students will be students who have repeatedly demonstrated a lack of understanding with Dynamic Subtraction. We have initially chosen all of the third graders and will narrow the list as we identify students with needs. This list will change as we go through the learning process with our students.

# 3rd Grade ELA Goal

*Achieve a 85% pass rate for the selected standard by the end of the quarter.*

*Students will improve use of conventions in writing for clear communication. We will do this by incorporating Montessori grammar works, in-class assignments, and direct instruction, as well as using strategies and practices to promote an inclusive and equitable learning experience for all students. Students will also be coached in self-editing and peer editing writing. Our goal is Strategic because it is targeting a specific, concrete skill. It is measurable by daily observation of student writing. It is achievable as this is a grade level skill that students can attain. It is realistic because students are able to reach this goal and need this skill in 4th grade. It is time-bound because we will work on it until June. It is inclusive because it is a skill all students can achieve and attain. It is equitable because it is a needed and attainable skill by all students.*

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

**STANDARD:** W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

**UNIT:** Other Writing Opinion Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. We will bring writing samples and use a common rubric to evaluate progress toward our goals. In class we will use targeted lessons during our writing time. Students are engaged in self-chosen and self-driven writing assignments which makes writing meaningful for our students. We do writing daily across the curriculum and so this fits into our daily work.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

2. We will refresh our understanding of the format and use of Montessori grammar materials to facilitate small group and one-on-one lessons. We will inventory the materials in each Lower EI class as well. We will work once a week with students who are not yet achieving the goal of correct capitalization. Because we are looking at student work every day we will be able to quickly identify students who need extra help or lessons.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

3. We will provide remediation and extra instruction for students struggling with concepts. We will work with students at least once a week. These lessons will take place in May and June and will be purposefully working on bringing any remaining kids up to the expectation in their daily work. We will identify the students in need later in the spring as they make progress in their daily work.

# 4th Grade Math Goal

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

*12 students (30%) will improve in geometry (CCSS 4.G.A.2). This is up from 6 students (15%) meeting standard on January, 2023, to 18 students meeting standard on May, 2023, as measured by iReady. We will do this by incorporating hands on Montessori materials and practice as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.*

## **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

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS\_4.G.A.2 to ensure that students are able to classify two-dimensional figures in a hierarchy based on properties. Teachers will do this by implementing the following high-yield practices and strategies: Based on the criterion for standard mastery, students will participate and complete the following types of tasks: create a geometry notebook and chart of hierarchy of two-dimensional figures. Progress will be monitored using student presentations, exit tickets, and quizzes. -Hands on shapes, Montessori Materials -Geometry Journal Based on the criterion for standard mastery, students will participate and complete the following types of tasks:\_\_\_\_\_. Progress will be monitored using\_\_\_\_\_. They will also monitor their own progress and set goals by\_\_\_\_\_.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS\_4.G.A.2, will participate in small group instruction for 10 minutes, 3 times a week. During small groups, teachers will demonstrate the properties of quadrilaterals, and students will complete tasks like geometric definition books and build these shapes. Progress will be measured by student engagement, consistent feedback, and brought to PLC meetings to inform classroom progress. -Questioning - Student Talk -Differential work students will complete tasks, like\_\_\_independent work with less questions that are more intentional\_\_\_\_. Progress will be measured by \_exit tickets, end of unit tests, worksheets\_\_\_\_\_, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will complete tasks, like geometry games and incorporating Minecraft geometry tasks in order to increase student engagement. Progress will be measured by consistent feedback and brought to PLC meetings to inform classroom teacher of progress.



# 4th Grade ELA Goal

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

*13 students (26%) will improve in iReady Literature (CCSS RL.4.9). This is up from 18 students (36%) meeting standard on January, 2023, to 10 students (56%) meeting standard on May, 2023, as measured by iReady Literature scores. We will do this by using strategies and practices to promote an inclusive and equitable learning experience for all students.*

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

**STANDARD:** RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**UNIT:** Other Reading Fiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS RL.4.9 to ensure that students will understand and use the Plot Anchor Chart from Savvas in able to identify the theme of each story we read. Teachers will do this by implementing the following high-yield practices and strategies: students will use graphic organizers, work with peers, and annotate text while

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS RL.4.9, will participate in small group instruction for 20 minutes, 5 times a week. During small groups, teachers will provide extra support and differentiation for these students.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students will participate in individual conferencing, receiving instructional intervention on CCSS RL.4.9. Students will receive additional support and differentiation, if needed. Progress will be measured by consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

# 5th Grade Math Goal

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

*7 students will improve in geometry (CCSS 5.G.B.4). This is up from 13 students (26%) meeting standard on January, 2023, to 20 students (41%) meeting standard on May, 2023, as measured by iReady. We will do this by incorporating hands on Montessori materials and practice as well as using strategies and practices to promote an inclusive and equitable learning experience for all students.*

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

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

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

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS 5.G.B.4 to ensure that students are able to classify two-dimensional figures in a hierarchy based on properties. Teachers will do this by implementing the following high-yield practices and strategies: Based on the criterion for standard mastery, students will participate and complete the following types of tasks: create a geometry notebook and chart of hierarchy of two-dimensional figures, focusing on quadrilaterals. Progress will be monitored using student presentations, independent and partner work, and quizzes for 30 minutes 2 times per week.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS 5.G.B.4, will participate in small group instruction for 10 minutes, 3 times a week. During small groups, teachers will demonstrate the properties of quadrilaterals, and students will complete tasks like geometric definition books and build these shapes. Progress will be measured by student engagement, consistent feedback, and brought to PLC meetings to inform classroom progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will complete tasks, like geometry games and incorporating Minecraft geometry tasks in order to increase student engagement. Progress will be measured by consistent feedback, and brought to PLC meetings to inform classroom teacher of progress for 30 minutes 2 times per week.

# 5th Grade ELA Goal

*Achieve a 56% pass rate for the selected standard by the end of the quarter.*

*13 students (26%) will improve in iReady Literature (CCSS RL.5.2). This is up from 18 students (36%) meeting standard on January, 2023, to 10 students (56%) meeting standard on May, 2023, as measured by iReady Literature scores. We will do this by using strategies and practices to promote an inclusive and equitable learning experience for all students.*

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

**STANDARD:** RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**UNIT:** Other Reading Fiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS RL.5.2 to ensure that students will understand and use the Plot Anchor Chart from Savvas in able to identify the theme of each story we read. Teachers will do this by implementing the following high-yield practices and strategies: students will use graphic organizers, work with peers, and annotate text while building comprehension in order to identify theme.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support CCSS RL.5.2, will participate in small group instruction for 20 minutes, 5 times a week. During small groups, teachers will provide extra support and differentiation for the students who cannot identify parts of the plot in the story, which leads to understanding the theme of the story.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students will participate in individual conferencing, receiving instructional intervention on CCSS RL.5.2. Students who are still not understanding the connection between plot and theme will receive additional support and differentiation by using a known or lower level (picture) book to model and identify plot features which are more obvious and would assist or lead to understanding the theme. Progress will be measured by consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

# Kindergarten Math Goal

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

*All kindergarten students will be taught to use objects and drawings to accurately compose and decompose numbers from 11 to 19 into ten ones (and some further) They will also be given lessons using Montessori materials (ex. golden beads). iReady assessments will be used to measure student progress on a monthly basis. Any student scoring 50% or less will be identified as needing additional supports. This instruction is meant to bring our current percentage of 15% to 40%. We hope to achieve our target percentage by May 5th.*

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

**STANDARD:** K.NBT.A.1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**UNIT:** Unit 5 Numbers 11-100: Teen Numbers, and Counting by 1s and 10s

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of CCSS K.NBT.A.1 to ensure that students are able to accurately compose and decompose numbers 11 to 19 into tens and ones. Teachers will do this by implementing the following high-yield practices and strategies: - Multiple Exposures - Microteaching through the use of Montessori materials - Questioning Based on the criterion for standard mastery, students will participate and complete the following types of tasks: iReady lessons, Montessori works, and manipulative games. Progress will be monitored using monthly assessments.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, students requiring support in CCSS K.NBT.A.1, will participate in small group instruction for 15 minutes on a weekly basis. During small groups, teachers will implement these additional strategies: - Feedback - Questioning - Microteaching (student specific mini lesson) Students will practice skills through interactive lessons. Progress will be measured by a common assessment, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students identified as needing support during PLC will be given additional small group instruction for 15 minutes on a weekly basis. Teachers will implement the following practices and/or strategies: -One to one support -Peer mentors Students will complete tasks, like using golden beads to compose and decompose numbers 11 to 19. Progress will be measured through on-the-spot assessment, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

# Kindergarten ELA Goal

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

*Kindergarten students will improve from 50% to 70 % meeting standard (K.RL.2) by May 5th, 2023. Progress will be measured by common teacher assessment using a standards aligned teacher created rubric. We will do this by incorporating the use of visual and mnemonic aids which will promote an inclusive and equitable learning experience for all students.*

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

**STANDARD:** RL.K.2 With prompting and support, retell familiar stories, including key details.

**UNIT:** Other Reading Fiction Unit

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

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will use whole group, partner, and small group instruction to support students in their mastery of K.RL.2 to ensure that students are able to retell familiar stories with prompting and support. Teachers will do this by implementing the following high-yield practices and strategies: -Nonlinguistic representations ( 5 finger anchor chart) -Reviewing Based on the criterion for standard mastery, students will participate and complete the following types of tasks: sequencing cards and dramatic retelling. Progress will be monitored using teacher created rubric.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to the steps outlined in Action Step 1, small groups, requiring support in K. RL. 2 will be given access to familiar stories and their manipulatives to retell stories. Students will complete tasks, like using puppets to retell a familiar story or complete sequencing worksheets to retell events. Progress will be measured by teacher created rubric, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress. Student scores will be monitored using a 7-point rubric. Students receiving a score of less than 3 will be identified as needing support in small group. They will meet weekly for 15 minutes.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to core instruction, students receiving a score 3 or less on the preassessment will participate in small group instruction for 15 minutes weekly. The teacher will implement the following practices and/or strategies: -Questioning -Immediate Feedback Students will complete tasks, like the 5-finger retell. Progress will be measured through a teacher created rubric, consistent feedback, and brought to PLC meetings to inform classroom teacher of progress.

# SEL Goal

*Achieve a 92% pass rate for the selected standard by the end of the quarter.*

*Students feel safe, needed, connected and belong to the Bryant community from Climate Survey suggesting 72% to 92% on a school wide survey. This will be achieved through an equitable school wide relationship building system for all students that relate to Montessori tenants.*

## ☰ Steps: how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

Monthly TWCI meetings to discuss effectiveness of interventions and modify for greater impact

### STRENGTHENING ADULT SEL CAPACITY

We will engage in value circles, community building activities, and reworking our mission and vision to create a positive environment for all staff to feel included, supported, and connected.

# Behavior Goal

*Ensure 100% of students have behaviors NOT resulting in suspension or expulsion.*

*A system of communication and support between school and bus drivers to ensure safe and successful transportation to and from school. Due to little bus transport previous years, no previous referral data is available.*

## Root Cause Analysis

Riding a bus is a new experience for many of our students and school in general. students understanding of expectations may be different than others.

## Steps: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Create a system approach for arrival and dismissal that includes ensuring clarity for students on getting on the correct bus at dismissal and arriving safely.

Developing communication systems for school to bus drivers to ensure understanding of behaviors and full knowledge of incidents.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Full school teaching of expectations of transporting on the bus including loading/unloading, behavior expectations, and evacuation.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Communication system and common understanding of expectations on busses. Build relationships and supports for bus drivers to be connected to our students and school.

