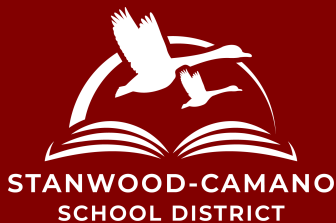
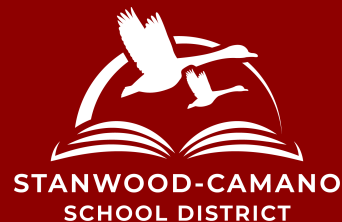


# Twin City Elementary Board Presentation

*February 21, 2023*





## OUR PROMISE

Every student in the Stanwood-Camano School District is **empowered to learn** in an inclusive setting and is **prepared for the future** of their choice.

# Our AAP Goals (Students will...)

## Mathematics

- Engage in small group instruction in Math
- Take risks and understand that mistakes are part of learning

## English/Language Arts (ELA)

- Engage in small group instruction in ELA
- Engage in text that is a just right fit to build fluency and comprehension

## Multi-Tiered Systems of Support (MTSS)

- Receive behavioral supports in the classroom to increase engagement and participation
- Receive instruction and reinforcement on schoolwide PBIS model of behavioral expectations to become self directed learners by seeking out and using resources
- Engage in Character Strong's PurposeFull People lessons to increase social emotional skills and positive peer relationships so that students are ready to learn

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# TWIN CITY ELEMENTARY

## Annual Action Plan

### 2022-2023

#### Math

SMALL GROUP INSTRUCTION  
AND NORMALIZE MISTAKES

#### Literacy

SMALL GROUP INSTRUCTION  
AND BUILD FLUENCY

#### MTSS

SUPPORT BEHAVIOR IN THE  
CLASSROOM AND IMPLEMENT  
PURPOSEFULL PEOPLE AND  
SCHOOLWIDE EXPECTATIONS

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# Progress Toward our Goals (Students have...)

## Mathematics

- Focused on character trait of Perseverance as part of Character Strong PurposeFull People lessons
- Taken risks and worked to understand that mistakes are part of learning

## English/Language Arts (ELA)

- Engaged in small group instruction in all classrooms
- Students in grades K-3 are grouping across the grade level for additional intervention focused on discrete literacy skill development
- Engaged in text that is a just right fit to build fluency and comprehension

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# Progress Toward our Goals (Students have...)

## Multi-Tiered Systems of Support (MTSS) - Tier 1

- Participated in SEL greeting at the door before school
- Participated in Morning Meeting with their teacher and peers
- Received instruction and reinforcement on schoolwide PBIS model of behavioral expectations
- Engaged in weekly Character Strong's PurposeFull People lessons
- Engaged in classroom guidance lessons by counselor
- Used the Tiger Brain Break Box in their classroom

## Multi-Tiered Systems of Support (MTSS) - Tier 2

- Received reinforcement and feedback using a passport
- Used break cards to address behavior or regulation issues
- Participated in counselor led social-emotional groups
- Received accommodations to address behavioral or social-emotional needs through a 504 Plan

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# Our AAP Strategies (Teachers will...)

## Mathematics

- Provide small group instruction in Math
- Teach and model strategies based on the Mathematical Practices to normalize making mistakes

## English/Language Arts (ELA)

- Provide small group instruction in ELA
- Use a variety of texts during small group instruction based on student's level of need to build fluency and comprehension

## Multi-Tiered Systems of Support (MTSS)

- Develop and regularly use common language and strategies to support student behavioral needs in the classroom
- Provide instruction and reinforce schoolwide PBIS model of behavioral expectations
- Provide instruction using Character Strong's PurposeFull People lessons to support the social emotional development of students

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# Progress Toward our Strategies (Teachers have...)

## Mathematics

- Provided small group instruction in Math, specifically to reteach concepts
- Used the language of perseverance to normalize making mistakes

## English/Language Arts (ELA)

- Provided small group instruction in ELA
- In Grades K-3, teachers have partnered with Title staff to create a walk-to intervention model that allows students to receive instruction on discrete literacy skills
- Used a variety of texts to build fluency and comprehension

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# Progress Toward our Strategies (Teachers have...)

## Multi-Tiered Systems of Support (MTSS) - Tier 1

- Greeted students at the door each morning for SEL check in
- Led Morning Meeting each day with their class
- Provided instruction and reinforce schoolwide PBIS model of behavioral expectations
- Provide weekly instruction using Character Strong's PurposeFull People lessons
- Supported classroom guidance lessons by counselor
- Provided space and procedures for the Tiger Brain Break Box in their classroom

## Multi-Tiered Systems of Support (MTSS) - Tier 2

- Provided reinforcement and feedback to students using a passport
- Provided break cards to address behavior or regulation issues
- Received accommodations to address behavioral or social-emotional needs through a 504 Plan

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# How We Are Monitoring Progress

## Math and English/Language Arts

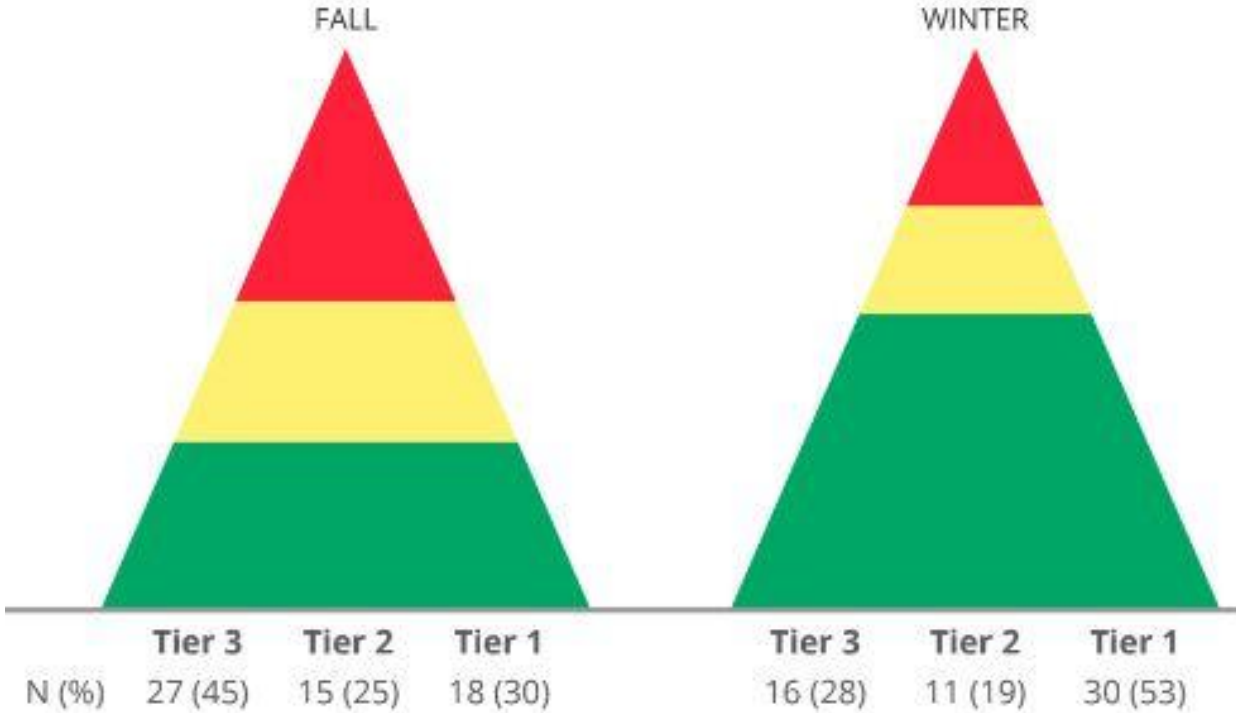
- We are monitoring progress for our ELA and Math goals using AIMSWEB, MAP and classroom based assessments

## Multi-Tiered Systems of Support (MTSS)

- Tiger Pride School-Wide PBIS Expectations
- Participation in Greeting at the Door and Morning Meeting
- Tiger Brain Break Boxes
- Participation with Passport and/or Break Cards
- Administration of Character Strong PurposeFull People Lessons by teachers
- Classroom Guidance lessons by counselor
- Student Support Team Referrals

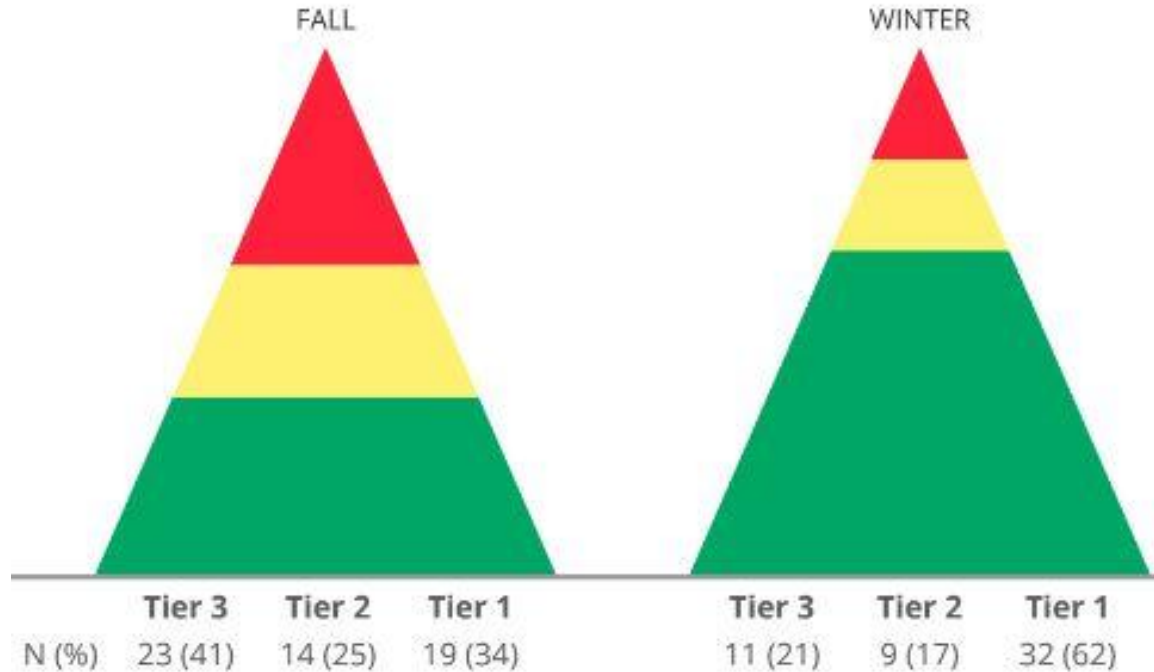
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# Kinder AIMSWEB



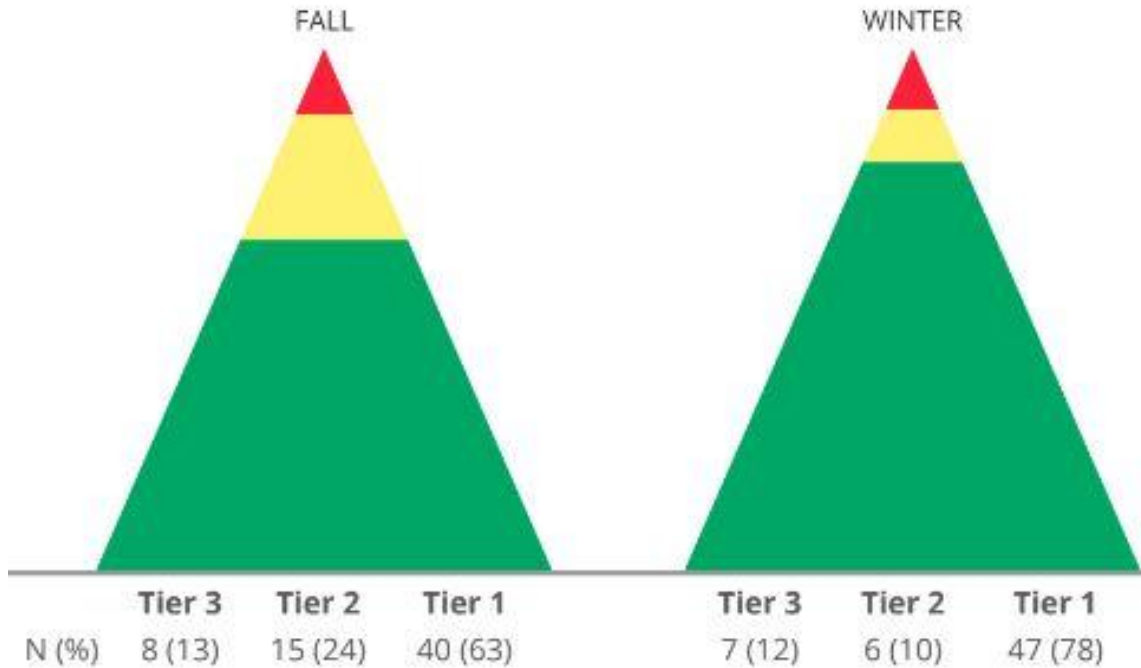
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# First Grade AIMSWEB



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# Second Grade AIMSWEB



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# Tiger Pride Expectations

- School-wide expectations
- Visual support posters throughout the building
- Taught and reinforced throughout the year

## Twin City Elementary TIGER PRIDE Expectations

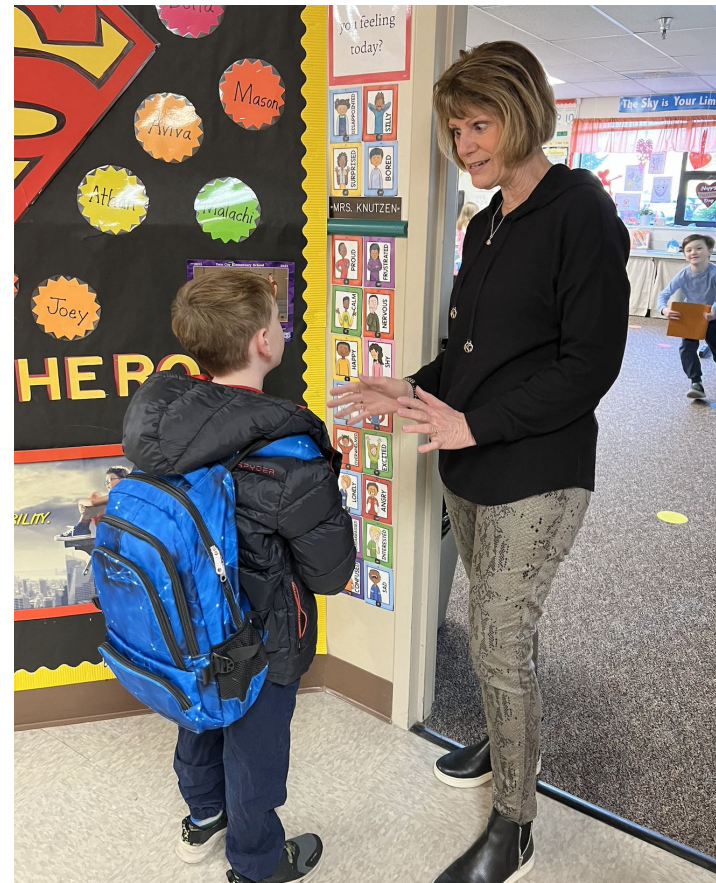


	Classroom 🔊 Level 2	Hallway/Stairs 🔊× Level 0	Playground 🔊🔊 Level 3	Cafeteria 🔊 Level 2	Bathroom 🔊- Level 1
Be Kind	Say kind words Show safe actions Encourage others	Use safe hands Keep right Give personal space	Include others Be a good sport Use kind words Share equipment	Be helpful Be a listener Use manners	Wait your turn Clean up Respect privacy
Be Respectful	Value everyone Give personal space Show patience	Walk Use quiet feet Give personal space	1 whistle = freeze Follow rules Use safe hands/feet Speak up	Stay seated Raise hand for help Clean up Say "please" & "thank you"	Be quick Be quiet Clean up
Be a Learner	Give your best effort Use listening skills Stay focused Ask for help	Use direct path Stay focused	Be flexible Have a plan Try new things Meet new friends	Fuel your brain Eat more Talk less	Pick a good time

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# Greeting at the Door

- ❖ School-wide staff expectation
- ❖ Daily participation
- ❖ Personal greeting for each student
- ❖ Social-emotional check in with feelings cards



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# Morning Meeting

School-wide staff expectation

Daily participation

- Greeting
- Share
- Activity
- Announcements

Building positive relationships between peers and staff



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# Brain Break Box

- School-wide expectation
- Promotes self-regulation
- Addresses loss of instructional time and avoids removing students from the classroom



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# Passports & Break Cards

- ★ Tier 2 Intervention
- ★ Provides more frequent feedback and reinforcement for behavior
- ★ School to home communication

PAX Positive Support Plan  
(M,T,Th,F)

Student: \_\_\_\_\_ | Date: \_\_\_\_\_

Desired behavior(s):  
 1. Safe hands, feet, and body with other people at school  
 \*I will earn a trip to the treasure box if I earn 8 points and use safe hands, feet, and body all day.


Time	Activity	Visual Example	Point	Comment
8:45-9:00	Arrival <b>Breakfast in the office</b>			
9:00-9:10	<b>Physical Activity</b>			
9:10-9:25	Morning Meeting			
9:25-9:40	1:1 Reading w/Mrs. Harmon			
9:40-10:00	Reading in Class			
10:00-10:15	Recess			
10:15-10:50	Reading in Class			
10:50-11:00	<b>Physical Activity</b>			
11:00-11:25	Reading in Class			
11:25-11:45	Lunch			
11:45-12:05	Recess			
12:05-12:25	Writing			
12:25-12:35	<b>Physical Activity</b>			
12:35-1:10	Specialist			
1:10-1:25	Recess			
1:25-1:50	Math			

## Break Card

I feel \_\_\_\_\_, and I need a 5 minute break.

Choices:

- Get a drink of water.
- Draw a picture or read a book.
- Sit quietly outside the classroom door.
- Go to the office for a check-in.




## Teacher Choice Break Card

I notice that you need a 5-minute break.

I would like you to:

- Go to the office for a check-in.
- Other



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# TCE Next Steps for our AAP and SIP

## Math and English/Language Arts

- Expanding our walk-to ELA intervention model to grades 4-5
- Plan and implement flexible grouping within classrooms for math intervention
- Create a schoolwide intervention schedule for ELA and Math for 2023-24

## Multi-Tiered Systems of Support (MTSS)

- Address behavior concerns on the playground and in the cafeteria
  - Increase recess games and materials
  - Incentivize Tiger Pride Expectations
- Track behavior data, looking for a decreasing trend in:
  - Passport and break card usage
  - Discipline and health room entries
- Track Character Strong PurposeFull People lessons
- Track effectiveness of Tiger Break Boxes

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# Questions?

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*Twin City Elementary*

**SHINING STAR**

Cameron McGill

