



Cesar Chavez Elementary



Cesar Chavez Elementary School



| Goal #1 | Goal #2 | Goal #3 |
|--|---|-----------------------------|
| Main Positive Classroom, Office, and Campus Environments through Relationship Building | Develop and Maintain High Expectations for Students and Staff | Accelerate Student Learning |
| Professional Learning Communities Grade Level Collaboration Common Formative Assessments Running Records Data Analysis | | |
| Good First Instruction Grade level identified Essential Standards Learning Intentions and Success Criteria Guided Reading/Universal Access Surface to Deep/ Transfer Learning Instructional Strategies for Differentiated Student Need | | |
| Response to Intervention Instructional Support Block Intervention/ Core/ Enrichment | | |
| School-Wide Positive Behavior Intervention and Supports Restorative Practices, Social Skills Group, Classroom Circles, Social Emotional Learning | | |
| Parent Engagement and Community Involvement Parent Café/ Literacy /Math Nights Professional Development in Guided Reading for Parents | | |

The systematic alignment ensures coherence from classroom to classroom, to grade levels, and school sites within Bakersfield City School District ([see resource](#)).

Professional Development for Parents

Parent & Teacher Reading Meeting
 "Opportunities for Positive Learning Experiences"
 January 15, 2020 Room 22
 12:45 – 1:45

Teaching Prompts (TP) for any miscue:

- *You said, (read it back the way the student read it)
- *Do you see anything tricking you?
- *Can you fix it?
- *Are you right?
- *How do you know?

Cesar Chavez Elementary modeled their reading program after the research of Irene C. Fountas and Gay Su Pinnell in their book, *Guided Reading: Responsive Teaching Across the Grades* and is implemented by Academic Program Leaders (APL), trained community readers, and a minimum of four parent volunteers per kindergarten class, three days each week. Additionally, teams of 6th grade peer tutors are deployed two days per week.

Goal #2: Develop and Maintain High Expectations for Students and Staff (Example of Kinder Expectations)

Chavez Minimum Expectations

Students must know:

- End of First Quarter**
 - All 52 letters and all 26 sounds
 - Retrieval settings of letter formation out of order necessary for writing a sentence
 - Writing one complete sentence
 - Spelling Words 1 and 2
 - Counting to 20
 - Count objects to 20
 - Retrieval settings numbers out of order 0-20
 - Concepts: More, Less, Equal
- End of Second Quarter**
 - Sound-out any c+v-c word
 - Spelling Words 3 and 4
 - Spelling Lists 1-4
 - Writing 2-3 sentences
 - Text Reading beginning level 5
 - Counting to 50 by ones and tens
 - Address and Subtraction to 20
 - Count objects to 20
 - Retrieval of number formation 0-20
- End of Third Quarter**
 - Long vowels with silent e
 - Spelling Words 5 and 6
 - Spelling Lists 5-6
 - Writing 3-4 sentences (one paragraph)
 - Text Reading beginning level 8
 - Counting to 75 by ones
 - Compare and Decompose numbers 10-20 (place value)
 - Fluency addition and subtraction 0-100 facts correct in 1 minute
- End of Fourth Quarter**
 - Blend
 - Spelling Words 7-7 (must know all 70 words at one time to advance to first grade level)
 - Spelling Lists 7 and 8
 - Text Reading beginning level 10
 - Count to 100 by ones and tens
 - Geometric Shapes and Measurement

**These students not meeting the quarterly expectations will get additional support through the RTI2 process.

High expectations are set for each student starting kindergarten. High expectations are also set for staff in terms of knowing standards and strategies for rigorous academics. Each grade level has a list of minimum expectations, which holds each grade level to the same articulated rigor.