North White Elementary School

School Improvement Action Plan
2022-2023

School: <u>North White Elementary School</u>   Component: <u>English/Language Arts</u>   Year: <u>2022-2023</u>

Goal: Through effective curricular and instructional focus, North White Elementary students will demonstrate at least a seven percent (7%) increase on English/Language Arts ILEARN performance from 2022 to 2023.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
1) Ensure effective instruction for all learners. -Instructional Framework: effective implementation to support North White Elementary Reading Plan. -Implement a system of feedback and goal setting for individual students. -Develop background knowledge for all students**.** **-**Implementation of a Four Blocks Approach to teaching Literacy. -Teachers will activate higher level thinking skills through use of Webb's Depth of Knowledge questioning with a focus on levels 3 & 4. -Integrate advanced technology into curricular/instructional delivery for all students. • Digital Collaboration • 1:1 Chromebooks • Google Classroom/Suite/Apps • Skills: keyboarding, computer functions, processes, output, etc. -WIDA standards are implemented for EL Learners. -Title 1 Intervention Groups -EL Intervention Groups	-All Staff -Administration -Curriculum Team -Instructional Coach -Title 1 Teacher	-Ongoing	-North White SC Curriculum Development and Alignment -STAR Assessments -IREAD-3 -NWEA -Focused direct instruction -Small Group Instruction -Instructional Framework(4 Blocks): effective implementation to support North White Elementary Reading Plan -Orton Gillingham -Recipe for Reading Intervention Program	-Curriculum Team -Instructional Coach -Leadership Team -Title 1 Teacher -EL Teacher	-Corporation Responsible -Grant Funding

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
2) Integrate curricular maps into a guaranteed and viable curricular/instructional delivery model. ● Grade Level Curriculum Map ● Four Blocks Literacy Framework ● Structured Writer's Workshop ● Orton Gillingham ● Recipe for Reading Intervention Curriculum	-Administration -All Staff -Curriculum Team -Instructional Coach	-Ongoing Professional Development	-North White SC Curriculum Map Reconstruction: Development and Alignment -Instructional Framework: effective implementation to support North White Elementary Reading Plan	-Curriculum Team -Grade Level & Building Level Collaboration -Instructional Coach	-Corporation Responsible -Grant Funding
3) Utilize North White SC Technology to develop K-12 technology curriculum.	-Technology Coach -Curriculum Team -Instructional Coach	-Ongoing Professional Development	-North White SC Curriculum Map Development and Alignment	-Curriculum Team -Grade Level & Building Level Collaboration -Instructional Coach	- Corporation Responsible -Grant Funding -Online academic subscriptions

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
4) The use of Indiana Academic College and Career Readiness Standards will be reflected in daily instruction. -Teachers will implement standards-driven lessons through the North White School Corporation Curricular Mapping Guide. -Teachers will activate higher level thinking skills through use of Webb's Depth of Knowledge questioning.	-Administration -Teachers -Curriculum Team -Instructional Coach	-Ongoing -Designated dates	-North White SC Curriculum Map Development and Alignment -STAR Assessments -IREAD-3 -NWEA	-Curriculum Team -Grade level collaboration -Instructional Coach	-Professional Development Grant Funding
5) A structured, supplemental, and systematic Accelerated Reader program will be utilized in all classrooms for supporting the growth and development of independent student reading skills.	-Administration -Teachers -Instructional Assistants -Facilitators -Instructional Coach -Students	-Daily	-Accelerated Reader data card -Renaissance Place reports -Incentives/Celebrations	-Collaboration	-Subscription to Renaissance Place program -Community donations for Accelerated Reader books

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
6) Continued collaboration time -Modify the school schedule to allow for collaboration time for teachers. ● Student Support Team (RtI) ● Quarterly two hour delays ● Grade Level Weekly Meetings/ Shared Planning Time ● Monthly Data Meetings	-Administration -Special Education Teacher -Classroom Teachers -Reading Specialist/Title Teacher -Curriculum Team/School Improvement -Instructional Coach -EL Teacher	-Building Level Calendar -Ongoing Professional Development	-Professional Development Participation Logs -Data Logs -Assessment Data -Common Formative Assessments and Instructional Pacing Across grade levels	-None	-None
7) Use of a Four Blocks Approach to teaching literacy ● Working with Words ○ Word Wall ● Guided Reading ● Self-Selected Reading ● Writing	-Administration -Special Education Teacher -Classroom Teachers -Reading Specialist/Title Teacher -Curriculum Team/School Improvement -Instructional Coach -EL Teacher	-Daily	-STAR Assessments -IREAD-3 -ILearn -NWEA	-Provided by Dr. Andrew Johnson from the University of Minnesota	-Corporation Responsible -Grant Funding

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
8) All staff will participate in ongoing professional development to enhance knowledge and teaching strategies to increase student achievement. ● WIDA training ● Instructional Assistant professional development ● Wabash Valley Education Center trainings ● Orton Gillingham ● Implementation of reading interventions ● Weekly planning meetings ● Four Blocks Approach to Literacy	-Administration -All instructional staff -Instructional Coach -Title 1 Teacher -EL Teacher	-Ongoing	-Professional Development Participation Logs -PGP Documentation -Data Logs -Assessment Data (local and state)	-Ongoing	-Professional Development Funding

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
9) Individual progress will be recorded through Accelerated Reader quizzes. -Students must successfully read in their ZPD and quiz at the grade level expectation of at 80% or better.	-Administration -Teachers -Instructional Assistants -Instructional Coach -Students	-Daily -Weekly/ Monthly monitoring	-Accelerated Reader Cards -Student Renaissance Reports -Teacher Data Log -Incentives	-Teacher/Staff collaboration	-Subscription to Renaissance Place program -Community donations for AR books and incentives
10) All students will be assessed through NWEA and STAR Reading/Early Literacy to measure Reading progress. - Measuring progress to ensure students are reaching grade level or above. -Progress monitoring will assess students in Tier 2/Tier 3 intervention as prescribed.	-Administration -Teachers -Instructional Coach -Technology Engineer -Technology Coach	-August baseline -K-2: each semester/ quarterly -3-5: each semester/ quarterly -Progress Monitoring as needed	-Student Reports on NWEA -School-wide digital data room -Classroom Charts -Teacher Data Log -NWEA Data -Student Renaissance Reports	-Staff collaboration on computer technology and software program	-NWEA subscription

School: North White Elementary School   Component: Mathematics   Year: 2022-2023

Goal: Through effective curricular and instructional focus, North White Elementary students will demonstrate at least a five percent (5%) increase on Math ILEARN performance from 2022 to 2023.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
1) Ensure effective instruction for all learners. -Implement a system of feedback and goal setting for individual students. -Develop background knowledge for all students**.** -Teachers will activate higher level thinking requirements through use of Webb's Depth of Knowledge questioning with a focus on levels 3 & 4. -Integrate advanced technology into curricular/instructional delivery for all students. • Digital Collaboration • 1:1 Chromebooks • Google Classroom/Suite/Apps • Skills: keyboarding, computer functions, processes, output, etc. -WIDA standards are implemented for EL Learners.	-Administration -All Staff -Curriculum Team -Instructional Coach	-Ongoing	-North White SC Curriculum Development and Alignment -NWEA -Go Math! assessments -Freckle Math -STAR Math assessment	-Curriculum Team -Grade Level & Building Level Collaboration	-Corporation Responsible -Grant Funding -Online Academic Subscriptions

School: North White Elementary School   Component: Mathematics   Year: 2022-2023

Goal: Through effective curricular and instructional focus, North White Elementary students will demonstrate at least a five percent (5%) increase on Math ILEARN performance from 2022 to 2023.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
2) Integrate curricular maps into a guaranteed and viable curricular/instructional delivery model. ● Go Math! ● Freckle Math ● Reflex Math	-Administration -All Staff -Curriculum Team -Instructional Coach	-Ongoing Professional Development	-North White SC Curriculum Map Development and Alignment -Go Math! assessments -Reflex Math -NWEA Data -STAR Math assessment	-Curriculum Team -Grade Level & Building Level Collaboration	-Corporation Responsible -Grant Funding
3) Utilize North White SC Technology Council to develop K-12 technology curriculum. - NWSC Technology Coach will aid teachers in implementing/integrating technology into classrooms.	-NWSC Technology Coach -Curriculum Team -Instructional Coach	-Ongoing Professional Development	-North White SC Curriculum Map Development and Alignment	-Curriculum Team -Grade Level & Building Level Collaboration	- Corporation Responsible -Grant Funding -Online academic subscriptions

School: <u>North White Elementary School</u>　　　　　Component: <u>Mathematics</u>　　　　　Year: <u>2022-2023</u>

Goal: Through effective curricular and instructional focus, North White Elementary students will demonstrate at least a five percent (5%) increase on Math ILEARN performance from 2022 to 2023.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
4) The use of Indiana Academic College and Career Readiness Standards will be reflected in daily instruction. -Teachers will implement standards-driven lessons through the North White School Corporation Curricular Mapping Guide. -Teachers will activate higher level thinking requirements through the use of Webb's depth of knowledge questioning with a focus of 3 & 4.	-Administration -Teachers -Curriculum Team -Instructional Coach	-Ongoing -Designated dates per curriculum map	- North White SC Curriculum Map Development and Alignment -STAR Assessments -NWEA data -Go Math! assessments -Freckle Math	-Curriculum Team -Grade level collaboration	-Corporation Responsible -Professional Development Grant Funding

School: <u>North White Elementary School</u>   Component: <u>Mathematics</u>   Year: <u>2022-2023</u>

Goal: Through effective curricular and instructional focus, North White Elementary students will demonstrate at least a five percent (5%) increase on Math ILEARN performance from 2022 to 2023.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
5) Continued collaboration time -Modify the school schedule to allow for collaboration time for teachers. ● Student Support Team (RtI) ● Quarterly 2 hour delays ● Grade Level Meetings/ Shared Planning Time ● Monthly data meetings	-Administration -Special Education Teacher -Classroom Teachers -Reading Specialist/Title Teacher -Instructional Coach -EL Teacher	-Ongoing	-Professional Development Participation Logs -Digital Data Wall -Data Logs -Assessment Data -Common Formative Assessments and Instructional Pacing across the grade level	-None	-Corporation provided teacher collaboration time (quarterly delayed start)

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
6) All staff will participate in ongoing professional development to enhance knowledge and teaching strategies to benefit student achievement. ● WIDA training ● WVEC training ● Instructional Assistant professional development. ● Monthly Grade Level meetings ● Monthly Data Meetings ● Writing during Math Centers ● ILEARN Performance task training	-Administration -All instructional staff -Instructional Coach -NWSC EL Coordinator -EL Teacher	-Ongoing	-Professional Development Participation Logs -PGP Documentation	-Ongoing	-Professional Development Funding
7) All students will be assessed using NWEA to measure Math progress. - Measuring progress to ensure students are reaching grade level or above. -Progress monitoring will assess students in Tier 2/Tier 3 intervention as prescribed.	-Administration -Teachers -Instructional Coach -Title 1 Teacher -EL Teacher	-Ongoing	- NWEA Data -Classroom Data -Digital Data -Go Math! assessments -STAR Math Assessments	-Staff collaboration on computer technology and software program	-STAR Math -NWEA -Go Math! assessments

School: <u>North White Elementary School</u>   Component: <u>School Climate</u>   Year: <u>2022-2023</u>

Goal: To sustain a learning environment which values all members of the school family and promotes high student achievement, measured by a seven percent (7%) growth with ILEARN ELA and a five percent (5%) growth with ILEARN Math for 2022-2023.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
1) Recognize students as "Student of the Month" for the North White Corporation and in the local newspapers for their accomplishments in the classroom. -Staff nominations -"Student of the Month" photos taken and given to *Herald Journal* and *News and Review* newspapers. -Recognition certificate given to recipients for their accomplishments and efforts.	-Administration -Teachers -Secretary -Technology Coach -Instructional Coach	-Monthly	-Roster of Nominees -NWES Newsletter -North White School Board Meeting Minutes -Local newspapers -NWSC Website -Social Media Announcements -Monon Chamber Monthly Luncheon attendance/recognition -NWSC Digital Billboard	-None	-School Board recognition of students -Community Outreach

2) Maintain consistent building procedures and language with the implementation of PBIS and Leader in Me.
-Lifeskills
-Lifelong Guidelines
-School-wide Procedures: Ex. Hallway, restroom, cafeteria, playground
-Behavioral management classroom procedures that focuses on positive reinforcements
	-All Staff
	  -Administration
	  -Secretary
	  -Teachers
	  -Instructional Assistants
	  -Custodians
	  -Bus drivers
	  -Cafeteria workers
	  -Students
	  -Instructional Coach
		-Ongoing	-Classroom Discipline Log
			-Digital Data
			-Student Support Team (RtI)
			-Office Referral Log
			-PBIS Rewards
				-School-wide Collaboration	-Grant funding
					-Community Donations
					-Fundraisers

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Goal: To sustain a learning environment which values all members of the school family and promotes high student achievement, measured by a seven percent (7%) growth with ILEARN ELA and a five percent (5%) growth with ILEARN Math for 2022-2023.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
3) Student recognition for progress in achieving goals.	-Teachers/ Staff -Students -Instructional Coach	-Ongoing	-Accelerated Reader Incentives -Classroom positive reinforcement -Awards Programs -PBIS Rewards	-School-wide Collaboration	-Community donations -Student Funds
4) Establish enrichment programs for students in and outside of the normal school day. ● Ex: Migrant Tutoring Program, Spell Bowl, Math Bowl, Science Bowl Student Council, Lego Club, Chess Club, Robotics Club, Drama Club, Running Club, STEM and Technology Specials	-Teachers/ Staff -Students -Instructional Coach -Coaches/Sponsors	-Ongoing	-Program Descriptions -Attendance Records -Club Rosters	-None	-Corporation Responsible -Community donations
5) Ongoing communication with parents through personal contact, written communication and electronic means. -Utilize our EL staff members to help with ongoing translation for our diverse population.	-Administration -Teachers -Students -Instructional Coach -NWSC EL Coordinator -EL Teacher	-Ongoing	-Teacher Logs -Newsletters -Skyward Parent Portal -Digital Data Wall - School Messenger - Social Media	-School-wide Collaboration	-None

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
6) School wide staff will strive to build personal and positive relationships with students to nurture and promote growth of positive core values in all areas of development including social, emotional, and academic. ● Leader in Me ● Mentoring Programs ● Counselor Groups	-All Staff -Administration -Secretary -Teachers -Instructional Assistants -Custodian -Bus drivers -Cafeteria workers -Instructional Coach -Title 1 Teacher -EL Teacher	-Ongoing	-Classroom positive Reinforcement -Awards Programs -Classroom student recognition -PBIS	-Ongoing	-Corporation Responsible -Community donations
7) Implementation of the Trust Based Relational Intervention Program (TBRI) and Leader in Me Program	-All Certified Staff	-Ongoing	-Classroom Discipline Reports on Skyward -Anecdotal Data Provided by Staff members	-Professional Development provided by the Karyn Purvis Institute of Child Development -Ongoing provided by Sarah Funk of the Franklin Covey Leader in Me company	-Corporation Responsible -Grant Funding

School: <u>North White Elementary School</u>   Component: <u>Attendance</u>   Year: <u>2022-2023</u>

Goal: To create a learning environment where all students are present and doing their best, as shown by decreasing the number of students who miss ten or more days of school (unexcused) by 10%.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
1) **Phone Call and Letter** - Parents will receive a phone call and letter from the school explaining that the student has missed five days of school and reminding the parent of the importance of regular attendance.	-Administration -Secretaries -School Counselor	-Ongoing	-Attendance	-None	-Skyward attendance system
2) **Home Visit** - The School Resource Officer will visit the home of students who have 7 unexcused absences.	-Administration -Secretaries	-Ongoing	-Attendance	-None	-Skyward attendance system
3) **Attendance Reminders** Reminders of the importance of good attendance will be sent home in newsletters and periodic emails.	-Administration -Secretaries	-Ongoing	-Attendance	-None	-Skyward attendance system

North White School Corporation
Four Blocks Literacy Framework
K-5

● **Fluency**	● **Self-Selected Reading**
● **Guided Reading ~ small group instruction**	*-Classroom libraries*
-Comprehension	● **Read Alouds**
-Questioning	*-Comprehension*
-Making Connections	● **Writing**
● **Working with Words**	*-Conventions*
-Phonics	*-Mechanics*
-Phonemic Awareness	*-Writer's Workshop*
-Spelling	*-Process writing*
-Vocabulary	

Fluency

Reading fluency is defined as the ability to read quickly, accurately, and with expression. When students read fluently, they are able to pay more attention to comprehending the reading selection because they focus less attention on word recognition and decoding.

During fluency instruction, students are provided with a model of fluent reading that emphasizes expressiveness, accuracy, and appropriate reading rate. Following an initial introduction to the reading selection, students repeatedly practice oral and/or silent reading of the text. Fluency instruction is most effective in improving comprehension when students have multiple opportunities to practice a familiar text.

The teacher will:	The student will:
- Discuss characteristics of a fluent reader - Model fluent oral reading by demonstrating reading using punctuation, phrasing, and intonation - Have students participate in fluent reading of a selection - Provide students with opportunities to independently practice fluent reading with familiar text	- Think about the text and connect it to prior experience - Read in a fluent and expressive manner at an appropriate rate and pace while using punctuation - Activate and use prior knowledge to anticipate words, phrases, and meaning while reading - Monitor his/her expressiveness while making adjustments to phrasing and pacing during reading - Practice reading fluently

Guided Reading: Small Group Instruction with Instructional Text

Guided Reading is a strategy designed to meet the instructional needs of all students by providing scaffolding through small group differentiated instruction. The groups are flexible and allow students reading at the instructional level of the student to receive instruction appropriate to their needs.

The procedure begins with an introduction to the selected text to support students as they are reading. In small groups, students read the same selection. Following the small group reading, the teacher and students explore the meaning of the text and revisit the text to make connections, search for information, and find evidence. Oral reading should be used selectively to emphasize a particular passage and teach strategies as the need arises.

The teacher will:	The student will:
- Select texts at the students' instructional level - Introduce with text, keeping in mind individual student's needs and abilities - Interact with students to observe strategy use, and difficulties with problem-solving - Return to the text for one or two teaching opportunities to demonstrate how a reader constructs meaning from the text, makes personal connections with text, and goes beyond the text - Assess students' understanding of what they have read	- Engage in pre-reading conversation about text - Notice the language and the visual features of the text - Read a text or part of a text silently or quietly - Request problem-solving help when needed - Check predictions and react personally to the text - Revisit the text at points of problem-solving as guided by the teacher - Engage in activities that involve extending understanding and collaborative discussion

Working with Words

Skilled word learners use context and their knowledge of word parts to deal effectively with new words. Independent word learning is enhanced when these techniques are taught as strategies by modeling and coaching to demonstrate how the knowledge of context and word parts (structural analysis) can be used to determine the meanings of unfamiliar words encountered while reading. Word work includes interactive experience with comparing words and semantic and syntactic categorization of words.

The teacher will:	The student will:
- Provide students with explicit instruction of words to discover patterns and rules of the English language - Provide opportunities for students to use learned words orally and in writing - Provide explicit instruction using OG frameworks to demonstrate word relationships - Provide an environment that promotes understanding of differences and connections between spelling and vocabulary - Monitor students' progress and provide support - Model strategies that will enable students to identify and learn new words	- Actively listen and participate - Practice and apply strategies across content areas - Manipulation of letters and phonemes to create an understanding of word building - Use OG frameworks to demonstrate an understanding of letter sounds to word relationships - Integrate knowledge of vocabulary in reading and oral and written communication

Self-Selected Reading

Independent reading is an instructional practice in which the teacher supports students as they silently read the text. The teacher models supports and encourages the development of strategies before, during, and after independent reading. The teacher confers with students to independently guide students on specific, individual strategies.

The teacher will:	The student will:
● Give students opportunities to read silently at their instructional level ● Engage students in meaningful reading and writing activities ● Observe and monitor students' reading behaviors and check for comprehension ● Individually encourage students to use self-monitoring strategies ● Read and discuss a range of selections including both narrative and informational	● Actively read and respond to text ● Participate in sharing and comprehension building activities

Read Alouds

In the read aloud strategy, a teacher sets aside time to read orally to students on a consistent basis. The selections should be above students' independent reading level and at their listening level. Read aloud allows the teacher to model fluent and expressive reading, to think aloud, and to provide interactions with a variety of texts. Teachers should increase the length and complexity of narrative and expository text over time. The teacher confers with students to model and to guide students to independently practice specific, individual strategies.

The teacher will:	The student will:
- Pre-read a selection thoroughly to become familiar with the content and structure prior to the lesson - Locate and plan meaningful places in the selection during reading for discussion, prediction, and making connections to other texts or related personal experiences - Read a variety of selections, including narrative and informational texts - Model fluent and expressive reading - Model engaged reading by thinking aloud, making connections, and using comprehension strategies - Create a literacy-rich environment that encourages an appreciation for reading - Provide opportunities for collaborative conversation and written response to the selection - Ask and model responding to Depth of Knowledge 2-4 questions utilizing "think aloud" strategies to model processing for students	- Listen actively with purpose as the teacher reads aloud and models fluency and higher level vocabulary usage in text - Engage in collaborative conversations with peers - Retell content from text and demonstrate recall of main ideas and details - Respond by making connections, summarizing, and inferring through discussion or writing

Writing

For children, the skill of learning to write can initially be taught through leading students in the writing process. Emergent writers need guidance in writing for a purpose. Initially, students are exposed to three types of writing: narrative, expository, and persuasive. Teachers can facilitate students' understanding of these types by showing examples and leading a discussion focusing on their characteristics. Teachers will utilize, with fidelity, a daily writer's workshop that builds stamina and ability in writing. During the writing process, the students are provided with teacher feedback about both content and grammatical features. The teacher confers with students to independently guide students on specific, individual strategies.

The teacher will:	The student will:
● Daily Writer's Workshop ● Observe and assess students' writing abilities ● Use language and action such as "think alouds" to provide explicit instruction ● Provide individual and targeted feedback to students	● Listen and watch as the teacher models how to brainstorm and draft ● Provide ideas for his/her own writing ● Attempt to use teacher-modeled strategies ● Learn and use the stages of the writing process to produce a document ● Build Stamina ● Build a portfolio of writing

Math

Mathematics skills are vital to students at each grade level. Skills build upon each other within the grade level and also as a student advances through elementary school. In order to be adequately prepared to be successful in middle school, high school, and ultimately college and career ready, it is essential that math skills are gained through grade level standards but that any students who have skills not yet mastered are given intervention instruction to allow them the opportunity to pick up anything they may have missed in their math education. We will provide this through a standard math block of grade level instruction and through designated intervention times each day.

The teacher will:	The student will:
- Provide grade level instruction utilizing Go!Math curriculum with fidelity. - Employ research based instructional strategies throughout the math instruction - Provide differentiated math instruction to high ability students - Utilize reinforcement programs such as Freckle Math and Reflex to provide skill practice	- Engage in math talk during instruction - Work at their appropriate level and pace during practice time and intervention blocks - Utilize strategies for problem solving including manipulatives and working backwards to become independent mathematicians - Build basic math fact fluency