GOAL: Decrease the percentage of students in Level 2 Reading (Claim 1) from 15 (100%) to 8 (53%) students, as measured by CFA.

In order to meet the grade level standard, students must demonstrate proficiency in supporting their written responses with textual evidence.

Action Step
Students will receive small group instruction in 30 minute sessions 2 days a week. Student performance will be tracked and assessed using pre and post readings with student responses and CFA's.

Action Step
Strategies: 1:1 conferring, graphic organizers, identify text features, Teacher's Tool Kit

Measurement  CFA (Common Formative Assessment)
Date  5/17/2019
Resources Available
Guided Reading Books, Readworks.org articles, running records, Teacher's Tool Kits, Identified article-texts. graphic organizers

Resources Needed
0

Responsible
Third grade teachers, administration, students
GOAL: Decrease the % of students in Upper Level 2 for Reading (Claim 1-R.I.4.1) from 15 (100%) to 8 (53%) as measured by pre/post assess. w/rubric.

In order for students to meet this grade level standard, they must be able to support their responses to informational texts with evidence from their reading.

Action Step
Students will receive small group instruction 2 times a week in 15 minute sessions. Student progress will be assessed with a pre and post tests (reading passage) scored by a common rubric, and formative assessments.

Action Step
Strategies: Guided reading passages with open-ended questions, IBD process and strategies.

Measurement
CFA (Common Formative Assessment)

Date 5/17/2019

Resources Available
guided reading passages, IBD, selected reading passages and questions.

Resources Needed
0

Responsible
Grade level team, administration, students
ACADEMIC EXCELLENCE

GOAL: Decrease the % of Multi students in level 2 for Reading (RI 5.10) from 9 (100%) to 3 (33%) as meas. by Pre/Post and CFA's.

In order to achieve proficiency, students must demonstrate the ability to comprehend texts and extract informational evidence to untilyze in their writing on the subject.

Action Step
Students will receive small group instruction 3 days a week in 15 minute sessions. The measures for student progress will be pre and post assessments (a common scaled ISM) and common formative assessments (CFA's).

Action Step
Strategies: Scaffolded instruction with Times for Kids Cover story and quiz using the higher order questions. Graphic organizers, vocab work and partner reads.

Measurement
CFA (Common Formative Assessment)

Date
5/17/2019

Resources Available
Times for Kids, Graphic Organizers, vocabulary strategies, Greek and Latin root work.

Resources Needed
0

Responsible
Fifth grade teachers, administration, students
GOAL: Decrease the % of Multi. students in level 2 (Claim 1), from 15 (100%) to 4 (27 %) students as measured by CFA's.

Students must have proficient fluency in multiplication in order to improve their accuracy in working on double and triple digit equations.

Action Step
Students will receive instruction in small groups 3 times per week in 20 minute sessions. Student progress will be assessed with pre/post assessments and CFA’s.

Action Step
Strategies: Flashcards, Multiplication Bowl 2-3 times per week.

Measurement  
CFA (Common Formative Assessment)

Date  
5/17/2019

Resources Available
Ready Math (teacher), flash cards, manipulatives, Math Expressions, Engage New York

Resources Needed
0

Responsible
Third grade classroom teachers, students, administration
**ACADEMIC EXCELLENCE**

**GOAL:** Decrease the % of Multi students in level 2 for Math (CCSS .4OA.A.2) from 10 (100%) to 5 (50%) as measured by CFA.

To meet this grade level standard, students must be able to demonstrate proficiency in problem solving in numbers and operations using multiplicative comparison.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEVEL</th>
<th>AREA OF FOCUS</th>
<th>GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>Problem Solving</td>
<td>Other/Multiracial</td>
</tr>
</tbody>
</table>

**Action Step**
Students will receive small group instruction 2 days/week in 20 minute sessions focusing in problem solving practice. Student progress will be assessed by a Unit 4 pre and post tests and formative assessments (quick quizzes and exit slips).

**Action Step**
Strategies: Math Studio lesson work, manipulative work, anchor charts, Iready lessons

**Measurement**
- **Date** 5/17/2019
- **CFA (Common Formative Assessment)**

**Resources Available**
- Math Expressions, manipulatives, anchor charts, Iready, Math Studio

**Resources Needed**
- 0

**Responsible**
- Grade Level Team, administration, students
GOAL: Decrease the % of students in upper level 2 in Math (5.OA.A2, 5.G.A.2) from 8 (100%) to 0 (0%) as measured by Pre/post and CFA.

In the latest Iready data, we noticed that the highest growth need for the targeted students was in Algebra and Algebraic thinking, and Geometry, areas needing significant growth in fifth grade.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEVEL</th>
<th>AREA OF FOCUS</th>
<th>GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>Concepts and Procedures</td>
<td>Other/Multiracial</td>
</tr>
</tbody>
</table>

**Action Step**

Students will receive small group instruction 3 days/week in 15 minute sessions. Student progress will be assessed with pre and post assessments (Form A), and formative assessments (Quick Quizzes).

**Action Step**

Strategies: Graphic organizers, anchor charts, manipulative work, computer work.

**Measurement**

CFA (Common Formative Assessment)

**Date**

5/17/2019

**Resources Available**

Manipulatives, anchor charts, Graphic Notebooks

**Resources Needed**

0

**Responsible**

Fifth grade team, administration, students
GOAL: Decrease the % of Multi. students in level 2 (RL.2- With prompt. and support, retell stories...) from 9 (100%) to 0 (0%) as meas. by a common rubric.

In order for students to demonstrate the comprehension of texts, they need to be able to summarize and provide details based on the text.

**Action Step**
Students will receive small group instruction 2 days a week in 15 minute sessions. Student progress will be assessed with pre and post assessments and CFA.

**Action Step**
Strategies: Story pictures, verbal think alouds, modeling, graphic organizer (Beginning, Middle, End)

**Measurement**
CFA (Common Formative Assessment)

**Date**
5/17/2019

**Resources Available**
Fiction selections- Fables, Fairy tales, etc. Graphic Organizer (Beginning, Middle, End)

**Resources Needed**
0

**Responsible**
Kindergarten classroom teachers, administration, students, parents
GOAL: Decrease the % of Multi-racial boys in level 2 in Reading (L.4- Determine the meaning of words) from 8 (100%) to 0 (0%) as measured by CFA.

Gaining new vocab. will increase each student's comprehension abilities for reading inform. and literature texts.

**Grade** 1  
**Level** 2  
**Area of Focus** Reading Literature  
**Group** Other/Multiracial

**Action Step**  
Students will receive small group instruction 3 times a week in 10 min. sessions. Measures of student progress will include common pre and post assessments and common formative assessments.

**Action Step**  
Strategies: I do, we do, you do (Scaffolding), center work, learning game activities.

**Measurement**  
CFA (Common Formative Assessment)

**Date** 5/17/2019

**Resources Available**  
Center games, word charts, match pictures with the word or sentence

**Resources Needed**  
0

**Responsible**  
First grade teachers, administration, students, parents
GOAL: Decrease the % of Multi. students in level 2 (RL2.7) from 8 (100%) to 3 (38%) as measured by CFAs.

In order for students to develop increased comprehension of texts, they must understand the vocabulary in the texts they are reading.

**Action Step**
Students will receive small group instruction 2 days a week in 15 minute sessions. Student progress will be monitored with weekly pre and post assessments and exit slips.

**Action Step**
Strategies: Teach vocab in small groups w/weekly vocab. words and activities, vocab. sorts, use words in sentences and incorporate drawings, define the words

**Measurement**  
CFA (Common Formative Assessment)

**Date**  
5/17/2019

**Resources Available**
Vocabulary mini-lessons, word sorts, flash booklet

**Resources Needed**
0

**Responsible**
Second grade teachers, administration, students
GOAL: Decrease the % of Multi. students in Level 2 (RI.3.1 - Ask/answer quest. to demon. understanding...) from 15 (100%) to 8 (53%) as measured by CFA's.

In order to meet the grade level standard, students will need to demonstrate the ability to support their responses to text with evidence from the text.

Action Step
Students will receive small group instruct. 2 days per week in 30 min. sessions. Student progress will be measured by pre and post student responses to articles, and formative assessments.

Action Step
Strategies: 1:1 conferring, graphic organizers, identify text features, Teacher's Tool Kit

Measurement
CFA (Common Formative Assessment)

Date 5/17/2019

Resources Available
Guided reading books, Readworks.org articles

Resources Needed
0

Responsible
Third grade teachers, administration, students
GOAL: Decrease the % of students in Upper Level 2 (RC- RI.4.1) from 15 (100%) to 8 (53%) as measured by pre/post assess. w/rubric.

To meet this grade level standard, students must be able to support their responses to informational texts with evidence from their reading.

Action Step
Students will receive small group instruction 2 times per week in 15 minute sessions. Student progress will be assessed with a pre and post test (reading passage) scored with a common rubric, and formative assessments.

Action Step
Strategies: Guided reading passages with open ended questions, teach and use the IBD process and strategies.

Measurement
CFA (Common Formative Assessment)

Date 5/17/2019

Resources Available
Guided reading passages with questions, IBD process and strategies, selected reading passages and questions

Resources Needed

Responsible
Grade level team, administration, students
GOAL: Decrease the % Multi students for Reading (RC-RI.5.10) from 9 (100%) to 3 (33%) as measured by pre/post and CFA's.

In order for students to achieve proficiency, they must be able to demonstrate the ability to comprehend texts and extract informational evidence to utilize in their writing on the subject.

**Action Step**
Students will receive small group instruction 3 days per week in 15 minute sessions. Student progress will be measured by pre and post assessments (a common scaled ISM) and common formative assessments (CFA's).

**Action Step**
Strategies: Scaffolded instruction with Times for Kids Cover story and quiz using the higher order questions. Graphic Organizers, vocab work and partner reads.

**Measurement**
CFA (Common Formative Assessment)

**Date**
5/17/2019

**Resources Available**
Times for Kids, Graphic Organizers, Vocabulary strategies, Greek and Latin root work.

**Resources Needed**
0

**Responsible**
Fifth grade teachers, administration, students
GOAL: Decrease the % of Multi. students in level 2 (K.OA.A.1 Represent Add. and Sub. w/objects, fingers...) from 10 (100%) to 3 (30%) as meas. by IAB.

Students need to be proficient in the concept of adding and subtracting as a foundation to build on for higher order mathematical thinking.

Action Step
Students will receive small group instruction 2 times a week in 15 minute sessions. Student progresss will be assessed through pre and post Math Expressions tests and formative assessments.

Action Step
Strategies: Use of number line, read it, draw it, solve it, ten frame

Measurement CFA (Common Formative Assessment)
Date 5/17/2019
Resources Available
Manipulatives, fingers, drawing circles, Math Expressions

Resources Needed
counting charts, number charts, number worksheets, number games, math centers

Responsible
Kindergarten teachers, administration, students, parents
GOAL: Decrease the % of Multi. girls in Level 2 (RC-1.OA.A1 - Add/sub w/in 20 to solve word prob.) from 8 (100%) to 0 (0%) as measured by post assess.

Students need continued practice on using their strategies to add and subtract in word problems in the different forms. Students are learning how to read words and read to understand. Students will also practice reading operation symbols.

Action Step
- Students will receive daily small group sessions for 20 minutes. Student progress will be measured by pre and post assessments and common formative assessments.

Action Step
- Strategies: Graphic organizers, flash cards, math games, Mega Math, Iready instruction, Math Talk, draw/act out word prob., quick practice before lesson, D.I. cards, student leaders, small groups, math vocab. review, strategic partner work

Measurement
- CFA (Common Formative Assessment)

Date
- 5/17/2019

Resources Available
- assessment book, teacher resource book, whiteboards, homework books, DI cards, Pre and post Unit 4 test, Quick Quizzes 1-3, teacher made story problem quiz

Resources Needed
- 0

Responsible
- First grade teachers, administration, students, parents
GOAL: Decrease the % of Muti. students (2.NBT.B.7-Add/Sub. w/in 1000 using models, draw., and strat.) from 9 (100%) to 3 (33 %) as meas. by CFA's.

In order for students to progress through multistep addition and subtraction word problems, students must first understand the concepts for addition and subtraction and be able to perform the operations confidently and fluently.

Action Step
Students will receive small group instruction, 2 days a week in 15 minute sessions. Student progress will be measured by pre and post assessments, quick quizzes, fluency checks and exit slips.

Action Step
Strategies: Manipulative work: base ten blocks, mini-lessons: regrouping, ungrouping, place value, modeling, proof drawings

Measurement
CFA (Common Formative Assessment)

Date 5/17/2019

Resources Available
Manipulatives, mini-lessons

Resources Needed
0

Responsible
Second grade teachers, administration, students
GOAL: Decrease the percentage of Multi. students in level 2 (Claim 1), from 15 (100%) to 4 (27%) students as measured by CFAs.

Students must have proficient fluency in multiplication in order to improve their accuracy in working on double and triple digit equations.

**Action Step**
Students will receive instruction in small groups 3 times per week in 20 minute sessions. Student progress will be assessed with pre and post assessments and CFA’s.

**Action Step**
Strategies: Flash cards, Multiplication Bowl 2-3 times per week

**Measurement**
CFA (Common Formative Assessment)

**Date**
5/17/2019

**Resources Available**

**Resources Needed**
0

**Responsible**
Third Grade classroom teachers, administration, students
GOAL: Decrease the % of Multi students in level 2 (CCSS .4.OA.A.2) from 10 (100%) to 5 (50%) as meas. by CFA.

To meet this grade level standard, students must be able to demonstrate proficiency in problem solving with numbers and operations using multiplicative comparison.

Action Step
Students will receive small group instruction 2 times a week in 20 minute sessions focusing on problem solving practice. Student progress will be measured by pre and post tests (Unit 4) and common formative assessment (quick quizzes and exit slips).

Action Step
Strategies: Math studio lesson work, manipulative work, anchor charts, Iready lessons

Measurement
CFA (Common Formative Assessment)

Date 5/17/2019

Resources Available
Math Expressions, anchor charts, manipulatives, iready, Math Studio

Resources Needed
0

Responsible
Grade level team, administration, students
GOAL: Decrease the % of Multi students in Math (5.OA.A2 & 5.G.A.2) from 8 (100%) to 0 (0 %) as measured by CFA and pre and post tests.

In the latest Iready data, we noticed that the greatest need for the targeted students was in Algebra and Algebraic Thinking and Geometry, areas needing significant growth in fifth grade.

**Action Step**
Students will receive small group instruction for 3 days per week in 15 minute sessions. Student progress will be assessed by pre and post assessments (Form A) and common formative assessments (CFA's) in the form of quick quizzes.

**Action Step**
Strategies: Graphic organizers, anchor charts, manipulative work, and computer work.

**Measurement**
CFA (Common Formative Assessment)

**Date** 5/17/2019

**Resources Available**
- Graphic organizers, manipulatives, anchor charts, Graphic Notebooks

**Resources Needed**
0

**Responsible**
Fifth grade teachers, administration, students