

Geiger Montessori

# Continuous Achievement Plan

2018-19 | Q2

Intro to CAP: Geiger Montessori is an innovative school serving children in Tacoma with the Montessori method and materials while embracing public accountability. Geiger is an exceptionally warm and inclusive elementary school. We serve children in from preschool through fifth grade, and all of our classes are multi-grade classrooms. As a Montessori school, we allow children considerable autonomy and tap their capacity to teach and learn from each other. We attract staff who care deeply about the development of each child and parents who want their children to be instructed as unique individuals who shape our kind and caring school community. Join us in our efforts to help each child fully engage in learning and develop into responsible and involved contributors to society.

In relation to the goals you see in this report, please know that we hold ambitious goals for every student in the school. We have chosen to focus our efforts in a special way on students who receive special education and students for whom English is not their primary language (English Language Learners) because these are the two student subgroups who have been identified as underachieving by the State of Washington in three key areas: academic achievement, academic growth, and attendance. The ultimate measure used by the state to make such determinations is the state assessment (Smarter Balanced Assessment) that our 3rd, 4th, and 5th graders take in May.

# GOAL: To close the gap, at least 30% of Special Education and ELL 3rd grade students will pass the ELA SBA in the spring of 2018.

As measured on the iReady assessment in the spring of 2018, Special Education and ELL students scored at the following levels in the following counts: 1 student was "Untested". 3 students scored "Below Standard". 5 students scored "Approaching Standard". 2 students scored "On/Above Standard".



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Special Education  
& English  
Learners

## → Action Step

Lower Elementary, LRC, ELL and intervention teachers will use PLC practices to identify common units of instruction and common assessments to measure their effectiveness and identify students in need on interventions.

## → Action Step

The classroom teacher, LRC/ELL teacher, and the interventionist will use monthly progress monitoring to adjust instruction and text levels.



**Measurement** iSM-Reading (iReady Standards Mastery)



**Date** 11/16/2018



**Resources Available**

Reading texts, Montessori materials, the district literacy framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Lower EL interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in reading and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction.



**Responsible**

Marilyn Anderson (LRC Teacher) and Pam Baker (ELL Teacher)

# GOAL: To close the gap, at least 30% of Special Education and ELL 4th grade students will pass the ELA SBA in the spring of 2018.

As measured on the SBA assessment in the spring of 2018, Special Education and ELL students scored at the following levels in the following counts: 19 students scored "Below Standard". 5 students scored "Approaching Standard". 2 students scored "Meeting Standard". 0 students scored "Above Standard".



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Special Education  
& English  
Learners

## ➔ Action Step

Students will participate in a guided reading group everyday in the classroom and with an interventionist with targets developed by the LRC/ELL teacher.

## ➔ Action Step

The classroom teacher, LRC/ELL teacher, and the interventionist will use monthly progress monitoring to adjust instruction and text levels.



### Measurement

 IAB ELA (Interim Assessment Blocks English Language Arts)


### Date

 11/16/2018


### Resources Available

Reading texts, Montessori materials, the district literacy framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Upper EL interventionist will assist the team. Data Days and late starts.



### Resources Needed

District PD around best practices in reading and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction.



### Responsible

Tiffanee Smith (LRC Teacher) and Pam Baker (ELL Teacher)

# GOAL: To close the gap, at least 30% of Special Education and ELL 5th grade students will pass the ELA SBA in the spring of 2018.

As measured on the SBA assessment in the spring of 2018, Special Education and ELL students scored at the following levels in the following counts: 8 students scored "Below Standard". 3 students scored "Approaching Standard". 0 students scored "Meeting Standard". 0 students scored "Above Standard".



GRADE

5



LEVEL

1



AREA OF FOCUS

Writing



GROUP

Special Education  
& English  
Learners

## ➔ Action Step

Students will practice daily non-fiction writing aligned with the state standards in their classroom and in the LRC room.

## ➔ Action Step

Classroom teachers, LRC, and interventionist will study state writing standards and collectively score writing assessments, especially IABs, using the hand-scoring method.



**Measurement** IAB ELA (Interim Assessment Blocks English Language Arts)



**Date** 11/16/2018



**Resources Available**

Reading texts, Montessori materials, the district literacy framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Upper EI interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in reading and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction.



**Responsible**

Tiffanee Smith (LRC Teacher) and Pam Baker (ELL Teacher)

# GOAL: To close the gap, at least 30% of Special Education and ELL 3rd grade students will pass the Math SBA in the spring of 2018.

As measured on the iReady assessment in the spring of 2018, Special Education and ELL students scored at the following levels in the following counts: 1 student was "Untested". 1 student scored "Below Standard". 7 students scored "Approaching Standard". 2 students scored "On/Above Standard".



GRADE

3



LEVEL

1



AREA OF FOCUS

Concepts and  
Procedures

GROUP

Special Education  
& English  
Learners

## → Action Step

Teachers will use PLC cycles built around IABs to focus instruction for all students and identify students needing additional assistance to master skills.

## → Action Step

Classroom teacher teams, interventionist, and LRC teacher will collaborate to ensure small group and individual practice is ensured for key students in calm and focused learning environments.



**Measurement** IAB Math (Interim Assessment Blocks)



**Date** 11/16/2018



**Resources Available**

Montessori materials, the district math framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Lower EI interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in math and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction. Collaborative work with the Teaching and Learning Dept. to access studios at Geiger.



**Responsible**

Marilyn Anderson (LRC Teacher) and Pam Baker (ELL Teacher)

# GOAL: To close the gap, at least 30% of Special Education and ELL 4th grade students will pass the Math SBA in the spring of 2018.

As measured on the SBA assessment in the spring of 2018, Special Education and ELL students scored at the following levels in the following counts: 20 students scored "Below Standard". 5 students scored "Approaching Standard". 1 student scored "Meeting Standard". 0 students scored "Above Standard".



GRADE

4



LEVEL

1



AREA OF FOCUS

Concepts and  
Procedures

GROUP

Special Education

## ➔ Action Step

Teachers will use PLC cycles built around IABs to focus instruction for all students and identify students needing additional assistance to master skills.

## ➔ Action Step

Classroom teacher teams, interventionist, and LRC teacher will collaborate to ensure small group and individual practice is ensured for key students in calm and focused learning environments.

**Measurement** IAB Math (Interim Assessment Blocks)

**Date** 11/16/2018

**Resources Available**

Montessori materials, the district math framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Upper El interventionist will assist the team. Data Days and late starts.

**Resources Needed**

District PD around best practices in math and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction. Collaborative work with the Teaching and Learning Dept. to access studios at Geiger.

**Responsible**

Tiffanee Smith (LRC Teacher) and Pam Baker (ELL Teacher)

# GOAL: To close the gap, at least 30% of Special Education and ELL 5th grade students will pass the Math SBA in the spring of 2018.

As measured on the SBA assessment in the spring of 2018, Special Education and ELL students scored at the following levels in the following counts: 9 students scored "Below Standard". 2 students scored "Approaching Standard". 1 student scored "Meeting Standard". 0 students scored "Above Standard".



GRADE

5



LEVEL

1



AREA OF FOCUS

Concepts and  
Procedures

GROUP

Special Education  
& English  
Learners

## ➔ Action Step

Teachers will use PLC cycles built around IABs to focus instruction for all students and identify students needing additional assistance to master skills.

## ➔ Action Step

Classroom teacher teams, interventionist, and LRC teacher will collaborate to ensure small group and individual practice is ensured for key students in calm and focused learning environments.

**Measurement** IAB Math (Interim Assessment Blocks)

**Date** 11/16/2018

**Resources Available**

Montessori materials, the district math framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Upper El interventionist will assist the team. Data Days and late starts.

**Resources Needed**

District PD around best practices in math and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction. Collaborative work with the Teaching and Learning Dept. to access studios at Geiger.

**Responsible**

Tiffanee Smith (LRC Teacher) and Pam Baker (ELL Teacher)

# GOAL: Ensure all special education and ELL students can demonstrate basic knowledge by identifying 26 primary letter sounds.

Kindergarten teachers have identified phonemic sounds as their primary area of reading instruction in the fall trimester.



GRADE

K



LEVEL

3



AREA OF FOCUS

Reading Foundational Skills



GROUP

English Learners & Special Education

## Action Step

Children's House teachers will use PLC practices to identify common units of instruction and common assessments to measure their effectiveness and identify students in need on interventions.

## Action Step

Children's House teachers will daily teach individual and small group lessons to meet the needs of the students identified as needing extra support.



**Measurement** WaKIDS (Washington Kindergarten Inventory of Developing Skills)



**Date** 11/16/2018



**Resources Available**

Reading texts, Montessori materials, the district literacy framework, and specially designed instruction. ELL interventions. The Children's House interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in reading and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction.



**Responsible**

Children's House team



# GOAL: All special education and ELL students will independently read emergent-level texts with purpose and understanding.

Lower Elementary teachers have identified independent reading as the most fundamental skill of first grade readers.



GRADE

1



LEVEL

3



AREA OF FOCUS

Reading Foundational Skills



GROUP

Special Education & English Learners

## Action Step

Teachers will assess all 1st grade students on sight words and work in small group or individually on building their sight word vocabulary.

## Action Step

Teachers will assess students on letter sounds and work in small group or individually on building their letter sound knowledge.



**Measurement** DRA (Developmental Reading Assessment)



**Date** 11/16/2018



**Resources Available**

Reading texts, Montessori materials, the district literacy framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Lower EI interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in reading and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction.



**Responsible**

Lower Elementary Teachers and the Lower EI interventionist

# GOAL: All 2nd grade students will improve reading with sufficient accuracy and fluency to support comprehension.

Lower Elementary teachers have identified reading fluency as the most fundamental skill of second grade readers.



GRADE

2



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

Special Education & English Learners

## Action Step

Teachers will assess 2nd grade ELL and Special Education students on sight words and work in small group or individually on building their sight word vocabulary.

## Action Step

Teachers will use progress monitoring to build fluency.



**Measurement** DRA (Developmental Reading Assessment)



**Date** 11/16/2018



**Resources Available**

Reading texts, Montessori materials, the district literacy framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Lower EI interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in reading and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction.



**Responsible**

Lower Elementary Teachers and the Lower EI interventionist

# GOAL: All special education and ELL students will accurately identify the main purpose of an informational text.

Lower Elementary teachers have identified main purpose as the most fundamental skill of third grade readers.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Informational  
Text



GROUP

Special Education  
& English  
Learners

## → Action Step

Teachers will work with students to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

## → Action Step

Teachers will work with students to identify main idea and purpose of informational text.



**Measurement** DRA (Developmental Reading Assessment)



**Date** 11/16/2018



**Resources Available**

Reading texts, Montessori materials, the district literacy framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Lower EL interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in reading and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction.



**Responsible**

Lower Elementary Teachers and the Lower EL interventionist

# GOAL: All special education and ELL students will effectively distinguish story elements of narrative text, including characters, setting, and plot.

Upper Elementary teachers have identified the distinction of narrative story elements as the most fundamental skill of fourth grade readers.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading Literature



GROUP

Special Education  
& English  
Learners

## ➔ Action Step

Students will receive support in 3 + guided reading groups at their instructional level weekly on explaining narrative story elements through mini-lessons, strategy groups, and one-to-one conferences.

## ➔ Action Step

Students will receive support in 3 + guided reading groups at their instructional level weekly on explaining narrative story elements within the text. through mini-lessons, strategy groups, and one-to-one conferences.



**Measurement** IAB ELA (Interim Assessment Blocks English Language Arts)



**Date** 11/16/2018



**Resources Available**

Reading texts, Montessori materials, the district literacy framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Upper EI interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in reading and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction.



**Responsible**

Upper Elementary Teachers and the Lower EI interventionist

**GOAL: All Special Education and ELL students will integrate information from multiple informational texts to write/speak knowledgeably about the topic.**

Upper Elementary teachers have identified the distinction of reader's opinions from the author's opinions as the most fundamental skill of fifth grade readers.



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Informational  
Text

GROUP

Special Education  
& English  
Learners

### ➔ Action Step

Upper Elementary, LRC, ELL and intervention teachers will use PLC practices to identify common units of instruction and common assessments to measure their effectiveness and identify students in need on interventions.

### ➔ Action Step

Upper Elementary, LRC, ELL and intervention teachers will use assistants, parent volunteers, and interventionists to help all children get individual attention in the development of this basic academic skill.



**Measurement** IAB ELA (Interim Assessment Blocks English Language Arts)



**Date** 11/16/2018



**Resources Available**

Reading texts, Montessori materials, the district literacy framework, iReady assessments and supports, IABs, specially designed instruction. ELL interventions. The Upper EI interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in reading and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction.



**Responsible**

Upper Elementary Teachers and the Lower EI interventionist

# GOAL: Ensure all special education and ELL students can fluently identify and match number quantities and symbols 0-9.

Kindergarten teachers have identified students needing support in identifying and matching number quantities and symbols 0-9 as their primary area of instruction in the fall trimester.



GRADE

K



LEVEL

3



AREA OF FOCUS

Number and operations  
in base 10



GROUP

Special Education  
& English  
Learners

## Action Step

Children's House teachers will use PLC practices to identify common units of instruction and common assessments to measure their effectiveness and identify students in need on interventions.

## Action Step

Children's House teachers will daily teach individual and small group lessons to meet the needs of the students identified as needing extra support.



**Measurement** WaKIDS (Washington Kindergarten Inventory of Developing Skills)



**Date** 11/16/2018



**Resources Available**

Montessori materials, the district math framework, iReady assessments and supports, and specially designed instruction. ELL interventions. The Children's House interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in math and in supporting ELLs. Continued support from T&L on studios. Continued support from the DART to help us better use data to drive instruction.



**Responsible**

Children's House Teachers

# GOAL: All special education and ELL students will successfully use strategies to add and subtract numbers within 20.

The Lower EI teachers have identified this as the fundamental goal for all first grade mathematicians.



GRADE

1



LEVEL

3



AREA OF FOCUS

Number and operations  
in base 10



GROUP

Special Education  
& English  
Learners

## Action Step

Teachers use Montessori materials to teach addition within 20.

## Action Step

Teachers use Montessori materials to teach subtraction within 20.



**Measurement** CFA (Common Formative Assessment)



**Date** 11/16/2018



**Resources Available**

Montessori materials, the district math framework, iReady assessments and supports, and specially designed instruction. ELL interventions. The Lower EI interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in math and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction. Collaborative work with the Teaching and Learning Dept. to access studios at Geiger.



**Responsible**

Lower Elementary Teachers and Intervention Teacher

# GOAL: All Special Education and ELL Students will proficiently use place value strategies to add and subtract numbers under 100.

Lower Elementary teachers have identified place value addition and subtraction as the most fundamental skill of second grade mathematicians.



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations  
in base 10



GROUP

Special Education  
& English  
Learners

## Action Step

Teachers will use Montessori materials to assess and teach addition and subtraction with and without regrouping.

## Action Step

Teachers will use Montessori materials to assess and teach place value to 1,000.



**Measurement** CFA (Common Formative Assessment)



**Date** 11/16/2018



**Resources Available**

Montessori materials, the district math framework, iReady assessments and supports, and specially designed instruction. ELL interventions. The Lower El interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in math and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction. Collaborative work with the Teaching and Learning Dept. to access studios at Geiger.



**Responsible**

Lower Elementary Teachers and Intervention Teacher



# GOAL: All Special Education and ELL students will proficiently represent and solve addition and subtraction 1 & 2 step word problems within 100.

Lower Elementary teachers have identified addition and subtraction in 1 & 2 step word problems as an essential, fundamental skill of third grade mathematicians.



GRADE

3



LEVEL

3



AREA OF FOCUS

Number and operations  
in base 10



GROUP

Special Education  
& English  
Learners

## Action Step

Teachers use CUBES and key experiences to teach the steps and strategies to solve story problems. May use interventionist, assistants for small group or individual support.

## Action Step

Teachers will assess and teach addition and subtraction with and without regrouping. May use interventionist, assistants for small group or individual support.



**Measurement** IAB Math (Interim Assessment Blocks)



**Date** 11/16/2018



**Resources Available**

Montessori materials, the district math framework, iReady assessments and supports, and specially designed instruction. ELL interventions. The Lower El interventionist will assist the team. Data Days and late starts.



**Resources Needed**

District PD around best practices in math and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction. Collaborative work with the Teaching and Learning Dept. to access studios at Geiger.



**Responsible**

Lower Elementary Teachers and Intervention Teacher

# GOAL: All Special Education and ELL students will proficiently and fluently multiply and divide within 100.

Upper Elementary teachers have identified fluently multiplication and division within 100 as an essential, fundamental skill of fourth grade mathematicians.



GRADE

4



LEVEL

1



AREA OF FOCUS

Number and operations  
in base 10

GROUP

Special Education  
& English  
Learners

## ➔ Action Step

Upper Elementary, LRC, ELL and intervention teachers will provide small group/individual support at least 2x weekly on multiplication facts within 100 using tools, moving towards abstraction.

## ➔ Action Step

Upper Elementary, LRC, ELL and intervention teachers will provide small group/individual support at least 2x weekly on multiplication and division facts within 100 using tools, moving towards abstraction.

**Measurement** IAB Math (Interim Assessment Blocks)

**Date** 11/16/2018

**Resources Available**

Montessori materials, the district math framework, iReady assessments and supports, and specially designed instruction. ELL interventions. The Upper El interventionist will assist the team. Data Days and late starts.

**Resources Needed**

District PD around best practices in math and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction. Collaborative work with the Teaching and Learning Dept. to access studios at Geiger.

**Responsible**

Upper Elementary Teachers and Intervention Teacher

# GOAL: All Special Education and ELL students will proficiently solve single and multi-step word problems.

Upper Elementary teachers have identified solve single and multi-step word problems including interpretation of remainders as an essential, fundamental skill of fourth grade mathematicians.



GRADE

5



LEVEL

2



AREA OF FOCUS

Operations & Algebraic  
Thinking

GROUP

Special Education  
& English  
Learners

## ➔ Action Step

Provide small group support at least 2x weekly on single step word problems, identifying the operation and solving.

## ➔ Action Step

Provide small group support at least 2x weekly on multistep word problems, identifying the operations and solving.

**Measurement** IAB Math (Interim Assessment Blocks)

**Date** 11/16/2018

**Resources Available**

Montessori materials, the district math framework, iReady assessments and supports, and specially designed instruction. ELL interventions. The Upper EI interventionist will assist the team. Data Days and late starts.

**Resources Needed**

District PD around best practices in math and in supporting ELLs. Continued support from the DART to help us better use data to drive instruction. Collaborative work with the Teaching and Learning Dept. to access studios at Geiger.

**Responsible**

Upper Elementary, intervention, ELL teacher, SPED teachers.