

Geiger Montessori

Continuous Achievement Plan

2018-19 | Q4

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

In addition to core formative instruction 3rd grade teachers will give common reading response assessment and go over results with students within a week of when the assessment is given, emphasizing comprehension with students who are ELL and SPED.

→ Action Step

In addition to core instruction 3rd grade teachers will meet with ELL and SPED students in smaller groups or one-on-one to focus on comprehension for at least 25 minutes weekly.



Measurement iReady-Reading (iReady Universal Screener)



Date 2/1/2019



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. checking

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 with targets developed by the LRC/ELL teacher.

➔ Action Step

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



Measurement iReady-Reading (iReady Universal Screener)



Date 2/1/2019



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

Reading



GROUP

Special Education
& English
Learners

➔ Action Step

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

➔ Action Step

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



Measurement iReady-Reading (iReady Universal Screener)



Date 2/1/2019



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

In addition to core instruction 3rd grade teachers will give additional addition and subtraction problems 3 times per week. The focus will be on correctly computing the answer.

→ Action Step

In addition to core instruction 3rd grade teachers will give additional addition and subtraction problems 3 times per week. The focus will be on re-writing the problem correctly with ones below ones, tens below tens, etc.



Measurement iReady-Math (iReady Universal Screener)



Date 2/1/2019



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 common assessments to focus instruction for all students and identify IEP and ELL students needing one to one intervention to master skills.

➔ Action Step

Classroom teacher teams, and LRC teacher will collaborate to ensure small group and individual practice is adapted for key students meeting their needs.

Measurement iReady-Math (iReady Universal Screener)

Date 4/22/2019

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. Collaborate 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 common assessments to focus instruction for all students and identify IEP and ELL students needing one to one intervention to master skills.

➔ Action Step

Classroom teacher teams, and LRC teacher will collaborate to ensure small group and individual practice is adapted for key students meeting their needs.

Measurement iReady-Math (iReady Universal Screener)

Date 4/22/2019

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: Increase the percent of ELL and SPED students meeting level 3 on the DRA from 7(41%) to 10 (59%).

Kindergarten teachers have identified reading with purpose and understanding as their primary area of reading instruction based on report card competencies. Students will use picture cues, self-correct, and read accurately.



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

English Learners & Special Education

→ Action Step

Letter sound work 5 times a week for 10 minutes in small groups or 1:1. Small group instruction at instructional level. Phonemic readers, spelling words, moveable alphabet. Multi-sensory phonemic instruction. Composing and decomposing words, blending of sounds to read words.

→ Action Step

Interactive read alouds to model language concepts, self-talk and questioning strategies; 5 times a week for 10 minutes in whole group. Sight word work.



Measurement DRA (Developmental Reading Assessment)



Date 4/22/2019



Resources Available

Reading texts, Montessori materials, the district literacy framework, and specially designed instruction. ELL interventions. 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 increase their understanding of unknown and multiple meaning words and phrases.

Lower Elementary teachers have identified vocabulary - determine the meaning of unknown words and phrases.



GRADE

1



LEVEL

3



AREA OF FOCUS

Reading Foundational Skills



GROUP

Special Education & English Learners

➔ Action Step

In addition to core formative instruction 1st grade teachers will give formative practice vocabulary.

➔ Action Step

In addition to core instruction 1st grade teachers will meet with ELL and SPED students in smaller groups or one-on-one to focus on vocabulary.



Measurement iReady-Reading (iReady Universal Screener)



Date 4/22/2019



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 increase their understanding of unknown and multiple meaning words and phrases.

Lower Elementary teachers have identified vocabulary - determine the meaning of unknown words and phrases.



GRADE

2



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

Special Education & English Learners

➔ Action Step

In addition to core formative instruction 2nd grade teachers will give formative practice in vocabulary.

➔ Action Step

In addition to core instruction 2nd grade teachers will ELL and SPED students in smaller groups or one-on-one to focus on vocabulary.



Measurement iReady-Reading (iReady Universal Screener)



Date 4/22/2019



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 focus students will determine the main idea of an informational text; recount the key details and explain how they support the main idea.

Lower Elementary teachers have identified reading of informational text and research skills as areas of struggle for students who are ELL and SPED.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Special Education & English Learners

→ Action Step

In addition to core formative instruction 3rd grade teachers will give common reading response assessment and go over results with students within a week of when the assessment is given, emphasizing comprehension with students who are ELL and SPED.

→ Action Step

In addition to core instruction 3rd grade teachers will meet with ELL and SPED students in smaller groups or one-on-one to focus on comprehension for at least 25 minutes weekly.



Measurement iReady-Reading (iReady Universal Screener)



Date 4/22/2019



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: Special education/ELL students will intergrate information from two texts on the same topic in order to write or speak knowledgeably.

Students will demonstrate their ability to intergrate information from two texts.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading Informational
Text



GROUP

Special Education
& English
Learners

➔ Action Step

Students will receive support in intervention groups at their instructional level weekly on pulling information from one text through mini-lessons, strategy groups, and one-to-one conferences.

➔ Action Step

Students will receive support in intervention groups at their instructional level weekly on pulling information from two texts through mini-lessons, strategy groups, and one-to-one conferences.

Measurement CFA (Common Formative Assessment)

Date 4/22/2019

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: Special education/ELL students will intergrate information from several texts on the same topic in order to write or speak knowledgeably.

Students will intergrate information from several texts.



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Informational
Text



GROUP

Special Education
& English
Learners

➔ Action Step

Students will receive support in intervention groups at their instructional level weekly on pulling information from two texts through mini-lessons, strategy groups, and one-to-one conferences.

➔ Action Step

Students will receive support in intervention groups at their instructional level weekly on pulling information from several texts through mini-lessons, strategy groups, and one-to-one conferences.

Measurement CFA (Common Formative Assessment)

Date 4/22/2019

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: Increase the percent of ELL and SPED students meeting midK on the I Ready from 5(29%) to 7 (41%).

Students will identify number 1-10, count up to 20 obj., and make a set of up to ten objects.



GRADE

K



LEVEL

1



AREA OF FOCUS

Number and operations
in base 10



GROUP

Special Education
& English
Learners

→ Action Step

Children's House teachers will use I-Ready interventions for numbers and operations daily.

→ Action Step

Children's House teachers will use Montessori materials and extensions in whole group, small flexible groups or 1:1.



Measurement iSM-Math (iReady Standards Mastery)



Date 4/22/2019



Resources Available

Montessori materials, the district math framework, iReady assessments and supports, and specially designed instruction. ELL interventions. 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

In addition to core instruction classroom teachers will give additional addition and subtraction problems 3 times per week. The focus will be on correctly computing the answer.

➔ Action Step

In addition to core instruction classroom teachers will give additional addition and subtraction problems 3 times per week. The focus will be on correctly lining up the problem, units under units.



Measurement iReady-Math (iReady Universal Screener)



Date 4/22/2019



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

In addition to core instruction classroom teachers will give additional addition and subtraction problems 3 times per week. The focus will be on correctly computing the answer.

➔ Action Step

In addition to core instruction classroom teachers will give additional addition and subtraction problems 3 times per week. The focus will be on correctly lining up the problem, tens under tens, ones under ones, etc.



Measurement iReady-Math (iReady Universal Screener)



Date 4/22/2019



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 add and subtract within 1000 using strategies and algorithms.

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

In addition to core instruction 3rd grade teachers will give additional addition and subtraction problems 3 times per week. The focus will be on correctly computing the answer.

➔ Action Step

In addition to core instruction 3rd grade teachers will give additional addition and subtraction problems 3 times per week. The focus will be on correctly lining up the problem: ones under ones, tens under tens, etc. ☒

☒



Measurement iReady-Math (iReady Universal Screener)



Date 4/22/2019



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: Students will understand addition and subtraction of fractions as joining and separating parts of the same whole and solves word problems.

This is a complex math standard that incorporate a layering of skills.



GRADE

4



LEVEL

1



AREA OF FOCUS

Number and Operations
Fractions



GROUP

Special Education
& English
Learners

➔ Action Step

Upper Elementary, LRC, ELL will provide small group/individual support at least 2x weekly on adding fractions with like denominators.

➔ Action Step

Upper Elementary, LRC, ELL will provide small group/individual support at least 2x weekly on subtracting fractions with like denominators.



Measurement CFA (Common Formative Assessment)



Date 4/22/2019



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 solve real word problems with addition and subtraction of fractions with unlike denominators.

This is a complex math standard that incorporates a layering of skills.



GRADE

5



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions



GROUP

Special Education
& English
Learners

➔ Action Step

Upper Elementary, LRC, ELL will provide small group/individual support at least 2x weekly on adding fractions with unlike denominators.

➔ Action Step

Upper Elementary, LRC, ELL will provide small group/individual support at least 2x weekly on subtracting fractions with unlike denominators.



Measurement CFA (Common Formative Assessment)



Date 4/22/2019



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, intervention, ELL teacher, SPED teachers.