Inspire shared beliefs that ALL kids can learn.
Teach collaboration and build in systems to support a collaborative working environment – Common assessments – common practices – language
Create effective interventions using data-driven decision-making, flexible groupings, Workshop Model and Daily 5/Café strategies to address the needs of struggling students not meeting standards on TPS District and Washington State assessments:
- Use diagnostic tools: Developmental Reading Assessment (DRA) diagnostic assessment - DRA Progress Monitoring - iReady Screener assessments - iReady Progress Monitoring – Common Interventions period (30 Minutes) daily – “all hands on deck”!
GOAL: 14 3rd grade white students did not make any progress in iReady Reading. Decrease by 50% the number of student not making a year's growth

Used the iready assessment because there was no SAB data available to measure growth

<table>
<thead>
<tr>
<th>GRADE</th>
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<th>AREA OF FOCUS</th>
<th>GROUP</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>Reading</td>
<td>White</td>
</tr>
</tbody>
</table>

👉 Action Step
Assess in September, develop intervention plan. Teacher will meet with subgroup in 1:1 conferring focused on goal setting & assessment and vocabulary. 4 days a week for 10 minutes.

👉 Action Step
1 on 1 tutoring - LAP - establish running record system.

⏰ Measurement
iReady-Reading (iReady Universal Screener)

📅 Date
Q3

☑️ Resources Available
None

☐ Resources Needed
Teacher, LAP, Principal

👤 Responsible
Teacher of record, LAP teacher, Principal
GOAL: SBA level 1 or 2/iReady on/above meeting 3x week (confer 1:1 weekly) from approaching to on/above from 0% to 60% on iReady Spring vocab

60% of these students will shift from minimal vocab proficiency to proficiency in grade level vocabulary.

Action Step
Students will participate in guided group focusing on vocabulary scaffolding to meet grade level utilizing guided reading books meeting 3x week.

Action Step
Weekly assessments will be Readworks vocab stories for vocabulary with results shared during conferring in conjunction with student goal setting.

Measurement
iReady‐Math (iReady Universal Screener)

Date Q3

Resources Available
iReady, Readworks, Guiding Reading leveled texts

Resources Needed
None

Responsible
Teacher of record - Para support - LAP - Principal - specialist(s) assigned for intervention times
GOAL: Decrease 20% level 1 Hispanic student to 0% level 1

Currently 2 Hispanic student scored level 1 in claim of reading on the SBA. This category is the highest sub group of students scoring at level 1 in reading in 5th grade. Raise ave score from 2435 to 2442-2502 SBA

Action Step
Targeted intervention using DRA and iready data to indicate skill deficiencies. Intervention sessions will be scheduled daily. Teacher will meet with subgroup in 1:1 conferring focused on goal setting & assessment and research skills 4 days a week for 10 minutes.

Action Step
Teacher to assess frequently using DRA assessment to indicate growth in reading, guided reading, Balanced lit.

Measurement
DRA (Developmental Reading Assessment)

Date
Q3

Resources Available
DRA, PLC, IC, Para support, teacher, LAP

Resources Needed
None

Responsible
Teacher of record - para support - LAP teacher - Principal
GOAL: Reduce the number of student not showing growth or have declined (17) in Math measurement and data as measured by the Iready assessment by 50%

Using the iReady assessment because there was no data ion SBA coming from 2nd grade

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<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>Modeling and Data Analysis</td>
<td>African American</td>
</tr>
</tbody>
</table>

**Action Step**
Assess in September, 1 on 1 tutoring, para, Teacher will meet with subgroup in 1:1 conferring focused on goal setting & assessment and measurement and data 4 days a week for 10 minutes.

**Action Step**
Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

**Measurement**
iReady-Math (iReady Universal Screener)

**Date**
Q3

**Resources Available**
None

**Resources Needed**
iReady assessment, para, teacher, intervention time

**Responsible**
Teacher, LAP, Principal
GOAL: African American from 1 to 2 on SBA in Problem solving - African American from level 1 to 2 or 3 in Comm. Reasoning

5 African American students (83%) in 3rd grade scored level 1 in problem solving on SBA a level 1 on communicating reasoning

Action Step
Asses in September for baseline - interventions plan established - 1 on 1 tutoring, Teacher will meet with subgroup in 1:1 conferring focused on goal setting & assessment and communicating reasoning 4 days a week for 10 minutes.

Action Step
Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

Measurement
CFA (Common Formative Assessment)
Date Q3
Resources Available
Para support - intervention time scheduled - PLC - LAP teacher -

Resources Needed
None

Responsible
Teacher of record - Specialists - Para - Principal
GOAL: Improve the skill of 8 students from a 1 to a 2 on SBA math in Communicating reasoning

Among the total students coming from 4th grade to 5th, the sub category of White students (2) scored a 1 on SBA math in this claim Assessment of Communicating Reasoning

Action Step
Assess in September - Ability grouping - 1 on 1 tutoring - LAP. Teacher will meet with subgroup in 1:1 conferring focused on goal setting & assessment and communication reasoning 4 days a week for 10 minutes.

Action Step
Establish an action plan and intervention. Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

Measurement  SBA-Math (Smarter Balanced Assessment)
Date  Spring 2019

Resources Available
Teacher - curriculum - intervention time - para support - LAP teacher

Resources Needed
None

Responsible
Teacher of record - para supprt staff - LAP teacher - Principal -
GOAL: (student names) will improve letter names from (0-14/52) meeting standard to knowing (20-26/52) by March 22, 2019 as measured by WA KIDS data.

Students will be able to identify 26/52 letters of the alphabet.

Action Step
Whole group Read Well routines (ABC song, letter posters) daily.

Action Step
Multi-Sensory (play dough, wikki sticks, hair gel in bag for student to write letter and say names) Used either during intervention block or peer work. Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

Measurement
WaKIDS (Washington Kindergarten Inventory of Developing Skills)

Date

Resources Available
0

Resources Needed
0

Responsible
0
GOAL: Improve skills of 9 students from a 1 to a 2 or 3 on competency 11 in independently read emergent reader text

Improve in the competency of independently read emergent reader text with purpose and understanding

Action Step
Assess student in September - intervention plans established, create 1 on 1 tutoring. Students will participate in extra/double dose GR groups 3 days a week or strategy groups focused on Competency 11.

Action Step
Instructional grouping, balanced literacy, shared reading and guided reading. Teacher will monitor through running records.

Measurement
DRA (Developmental Reading Assessment)

Date 3/22/2018

Resources Available
Sensory items and Read Well Materials.

Resources Needed
None

Responsible
Teacher of Record - Principal
GOAL: Improve informational text from 55.6% to 75% meeting standard by Spring 2019 as measured by iReady.

Informational text had the lowest percentage of students meeting standard in Spring 2018 as measured by iReady.

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<tr>
<td>2</td>
<td>2</td>
<td>Reading Informational Text</td>
<td>Other/Multiracial</td>
</tr>
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</table>

**Action Step**
Intervention Time will be used to teach strategies for reading and understanding informational text in various groupings 5 days per week.

**Action Step**
Students in the Sub-Group will receive daily support in a small group during the Intervention time. Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

**Measurement**
iReady-Reading (iReady Universal Screener)

**Date**
Q3

**Resources Available**
Guided Reading book sets, iReady instructional materials, Leveled Readers, Reading Street basal reader. Order Scholastic News for each student

**Resources Needed**
None

**Responsible**
Second grade team (classroom teachers, LAP, LRC, and NEST support)
GOAL: Improve skills of 18 students scoring a 1 on reading foundational skills competency 6

Competency 6 reads: Uses information gained from the illustrations and words in print or digital literacy text to demonstrate understanding of its character, setting, and plot

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<td>3</td>
<td>1</td>
<td>Reading Foundational Skills</td>
<td>Other/Multiracial</td>
</tr>
</tbody>
</table>

**Action Step**
Assess students in September, Intervention plans established, create 1 on 1 tutoring

**Measurement**
- iReady-Reading (iReady Universal Screener)

**Date**
- Q3

**Resources Available**
- Assessment tool, embedded intervention time, para support, teacher

**Resources Needed**
- None

**Responsible**
- Teacher of record, para support, LAP teacher, Principal
GOAL: Improve 20 student scores from a 1 to a 2 or three on competency 13 writing

Improve the skill to write information/explanatory test to examine a topic and convey ideas and information clearly

Action Step
Assess students in September, intervention plans created, 1 on 1 tutoring. Assess in September, develop intervention plan. Teacher will meet with subgroup in 1:1 conferring focused on goal setting & assessment and information/explanatory text 4 days a week for 10 minutes.

Action Step
Instructional grouping, LAP Teacher will monitor through running records.

Measurement
CFA (Common Formative Assessment)

Date
Q3

Resources Available
Teacher, embedded intervention time, paras

Resources Needed
None

Responsible
Teacher of record, LAP teacher, principal
GOAL: Improve skills of 18 students from a 1 to a 2 or 3 on competency #6

Improve skills: Explain events, procedures, ideas, or concepts in a historical scientific or technical informational text, including what happened and why based on specific information in the text.

**Action Step**
Assess students, intervention plan created

**Action Step**
1 on 1 tutoring, instructional grouping.

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

**Date**
Q3

**Resources Available**
Teacher, embedded intervention time, paras, assessment tools

**Resources Needed**
None

**Responsible**
Teacher of record, LAP, Principal
GOAL: (student Names) will improve counting verbally up to 31 by March 22, 2019

The KG end of the year goal is to count to 100, so we want all students to be able to count to 31 by March 22, 2018

Action Step
Daily counting routines.

Action Step
Game and movement activities: counting objects with a peer or an adult, clapping 31 times, etc.

Measurement
WaKIDS (Washington Kindergarten Inventory of Developing Skills)

Date 3/22/2018

Resources Available
Expressions Math curriculum, counters, manipulatives.

Resources Needed
None

Responsible
Classroom Teacher - Principal
GOAL: Improve 4 student's skills from mark value 1 to 2 or 3 in competency 23

Improve skills in Competency 23; Put together and take apart number combinations to 10

Action Step
Assess in Sept. - Intervention plan determined. Assess in September, 1 on 1 tutoring, para, Teacher will meet with subgroup in 1:1 conferring focused on goal setting & assessment and number operations in base 10. 4 days a week for 10 minutes.

Action Step
Para support. Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

Measurement
CFA (Common Formative Assessment)

Date
Q3

Resources Available
Teacher, intervention time daily, para support

Resources Needed
none

Responsible
Teacher, LAP, principal
GOAL: Improve Numbers & Operations from 50% meeting standard in Spring 2018 to 75% meeting standard by Spring 2019 as measured by iReady diagnostic

Numbers and Operations had the lowest percentage of first grade students meeting standard in Spring 2018

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<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>Number and operations in base 10</td>
<td>Other/Multiracial</td>
</tr>
</tbody>
</table>

Action Step
Students in the Sub-group will receive daily support in an individual or small group setting during Intervention 30 minutes.

Action Step
The Priority Standard(s) will need to be deconstructed into supporting standards and then addressed and assessed in multiple ways. Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

Measurement
iReady-Reading (iReady Universal Screener)

Date
Q3

Resources Available
Math Expressions core curriculum, differentiated instruction cards, Quick Quizzes and Unit assessments (A & B), other teacher-procured materials

Resources Needed
none

Responsible
Classroom teachers and Special Ed. Staff (if indicated by IEP)
GOAL: Shift 70% of students in level 2 to level 3 in Numbers and Operations.

Students need to develop a solid understanding of the base ten numeration system and place-value concepts. Base ten is an early and easy entry for students to develop mathematical proficiency.

**Action Step**
Use intervention block small group instruction, using R.T.I materials. Daily during Intervention

**Action Step**
Numbers Talks with whole group weekly, Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

**Measurement**
iReady-Math (iReady Universal Screener)

**Resources Available**
Intervention block, Number Talks book in the teacher resource book closet. MX R.T.I materials

**Resources Needed**
PD for Number Talks

**Responsible**
Classroom teacher, intervention support teachers, Instructional Coach.
GOAL: Improve 16 student's skills from mark value 1 to 2 or 3 in competency #5

Competency #5: Solves for an unknown in multiplication or division equation within 100.

Action Step
Assess in September for baseline data, intervention plan created. Assess in September, 1 on 1 tutoring, para, Teacher will meet with subgroup in 1:1 conferring focused on goal setting & assessment and Operations & Algebraic Thinking 4 days a week for 10 minutes.

Action Step
1 on 1 tutoring, para support, LAP. Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

Measurement
CFA (Common Formative Assessment)

Date
Q3

Resources Available
None

Resources Needed
Assessment tools, PLC work, Teacher, Paras, LAP, Intervention schedule

Responsible
Teacher, LAP, Principal
GOAL: Improve 14 student's skills from a mark value of 1 to a 2 or 3 in competency #4

Competency #4: Solve single and multi-step word problems including interpretation of remainders

Action Step
Assess in September, use intervention time, create intervention plan. Assess in September, 1 on 1 tutoring, para, Teacher will meet with subgroup in 1:1 conferring focused on goal setting & assessment and operations and algebraic thinking 4 days a week for 10 minutes.

Action Step
1 on 1 tutoring, LAP intervention, Develop intervention plan, utilize intervention time daily. Establish consistent system for progress monitoring and running records.

Measurement
CFA (Common Formative Assessment)

Date
Q3

Resources Available
PLC work to create common assessment, Teacher, para, LAP

Resources Needed
None

Responsible
Teacher, LAP, Principal