

Larchmont Elementary

Continuous Achievement Plan

2018-19 | Q3

At Larchmont Elementary we are committed to providing high academic standards. This year we will continue to set high expectations for students by asking them to review their individual data and to set short and long term goals. We want all students to know where they are, make a plan for moving forward, celebrate their success along the way, and to achieve their goals. Strong partnerships between students, families, and staff are important in this process because working together we will encourage students to persevere and to help students see their progress along the way. Finally, as a school we will provide a safe, caring, and inclusive learning environment where all students feel like they can strive to do their best.

GOAL: Q3 shift 50% (4/8) ELL students 2-3 DRA levels on standard RF.2.3 now and apply grade level phonics and word analysis skills in decoding words as measured by DRA and running records.

According to our iReady data we have 25 students (ELL students were the largest subgroup) who scored 2 or more grade levels below in phonics, which was our lowest performing domain in iReady.



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading



GROUP

English Learners

→ Action Step

Students will participate in a guided reading group outside of Core for 30 minutes daily with a focus on 2nd grade level phonics and word analysis skills.

→ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose.



Measurement DRA (Developmental Reading Assessment)



Date 2/1/2019



Resources Available

Weekly grade Level collaboration time with instructional support team, common planning time within grade level ,allocated unit planning time, K-3 Support Teacher, and ELL teacher support.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

3rd Grade teachers, K-3 Literacy Support teacher, ELL Teacher, instructional coach, and administrators.

GOAL: in Q3: Decrease the % of AA students in level 1, Claim 1: Targets 3: word meanings & 7 language use, from 44% (7) to 25% (3) as measured by CFA.

In comparing iReady ad SBA reading claims, the largest area of impact was vocabulary use and development. Students will need to interpret figurative language, literary devices and connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone of passage.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American

➔ Action Step

Students will participate in a guided reading group outside of the Core for 15 minutes daily with a focus on word meanings and language use. (Target 3 & 7 of Claim 1). (Context clues, affixes and roots, reference materials). Strategies: Question techniques and student structured talk.

➔ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teacher will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose to examine figures of speech, relationships between words, and connotations.



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade Level collaboration time with instructional support team, common planning time within grade level, allocated unit planning time, and Title/LAP support teachers.



Resources Needed

Dedicated time to create formative assessments.



Responsible

Fourth Grade Team, Instructional Coach, Title and Lap Teachers, and Administrators.

GOAL: In quarter 3, we will decrease the percentage of Hispanic students in level 1 for Reading Claim 4 Target 2 from 6 (30%) to 2 (10%)

In fifth grade, claim 4 on the SBA had the lowest overall grade level score. More students underperformed on this claim than all other claims. There were also more students in level 1 than any other claim. Out of the 20 students in level 1 of claim 4, Hispanic students (6) were identified as underperforming more than other student groups.



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading



GROUP


Hispanic

➔ Action Step

Students will participate in a guided reading group outside of Core for 30 minutes daily with a focus on quoting accurately from a variety of texts as well as analyze multiple accounts of the same event to note similarities and differences. Claim 4 Target 2

➔ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teacher will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose. Focus: locating important information in a variety of texts.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 2/1/2019

Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, and ELL teacher support.

Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.

Responsible

5th Grade teachers, ELL Teacher, instructional coach, and administrators.

GOAL: In Q3, our team will decrease the # of ELL students scoring a 2 on Math Standard 2.MD.C.7 (the pre-skill for 3.MD.A.1,C1TG) from 64% (9) to 21% (3).

23 of 45 third grade students achieved a 2 on this RC. The largest demographic within this group is ELL students. This standard will support students with pre-skills to be successful on elapsed time instruction later this year.



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

English Learners

→ Action Step

Students will participate in a strategy group outside of Core for 15 minutes daily with a focus on foundational second grade skills related to telling and writing time from an analog/digital clock using am and pm.

→ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose with a focus on telling and writing time using a digital/analog clock.



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade Level collaboration time with instructional support team, common planning time within grade level, and allocated time for unit planning and a master schedule with built in intervention time for math. .



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

3rd Grade teachers, instructional coach, and administrators.

GOAL: In Q3: Decrease the % of Hispanic students in level 1 for math concepts and procedures, claim 1 target A from 42% (5) to 17% (3) as measured by CFA.

In comparing iReady and SBA math claims, the largest area of impact was claim concepts and procedures target A which is represent and solve problems involving multiplication and division. Students will need to understand the relationship the relations of multiplication and division as well as interpret word problems using different strategies to break down the



GRADE

4



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

Hispanic

➔ Action Step

Students will participate in a strategy group outside of Core for 15 minutes daily with a focus on foundational multiplication and division skills (Creating area models, partial products, distributive property, standard algorithm, partial quotients, equal groups). As well as learning multiple strategies to solve word problems (CUBES, DEALS, 3

➔ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group 3 – 5 times a week, 15 minutes each time, to provide a double dose with a focus on multiplication and division by creating visual models.



Measurement iSM-Math (iReady Standards Mastery)



Date 2/1/2019



Resources Available

Weekly grade Level collaboration time with instructional support team, common planning time within grade level, and allocated unit planning time and a master schedule with built in intervention time for math.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

Fourth Grade Team, Instructional Coach, and Administrators.

GOAL: Q3, we will increase targeted ELL (9) average scores from 27% to 70% on 4. NF.A.1 (Equivalent Fractions) as measured by a CFA. Claim 1 Target E.

Based on ISM results from our October math unit, on adding and subtracting fractions with unlike denominators (requires equivalent fractions) and spring SBA results, we noticed that students struggled with claim 1 (Target E: Equivalent Fractions). We selected claim 1 target E.



GRADE

5



LEVEL

1



AREA OF FOCUS

Concepts and
Procedures

GROUP

English Learners

➔ Action Step

Students will participate in a strategy group outside of Core for 15 minutes daily with a focus on foundational skills related to adding and subtracting fractions. (equivalent and unlike denominators) Strategies: create visual models and explain using numbers or pictures. Claim 1 Target E

➔ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose. Focus: Equivalent Fractions-4.NF.A.1.



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, and a master schedule with built in intervention time for math.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

5th Grade teachers, instructional coach, and administrators.

GOAL: In Quarter 3, 8/10 or 80% of L1 ELL students will be able to identify 20 or more letter sounds as measured by Kindergarten portfolio by 1/30/19

Students will be able to produce the corresponding sound with 20 or more letters.



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

English Learners

→ Action Step

Students will participate in small group practice during Readers Workshop for 15 minutes daily.

→ Action Step

Teacher will create an intervention action plan which includes progress monitoring points and student goal setting. Teacher will meet with this student grouping 3-5 times a week, 15 minutes each time, to provide a double dose of students to identify at least 20 letter sounds.



Measurement WaKIDS (Washington Kindergarten Inventory of Developing Skills)



Date 2/1/2019



Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, K-3 Literacy Support Teacher, Title and LAP teachers, and ELL teacher support. Additional building para time given to support intervention needs.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

Kindergarten teachers, K-3 Literacy Support teacher, ELL Teacher, Title and LAP teachers, instructional coach, and administrators.

GOAL: In quarter 3, shift 7/14 (50%) of Hispanic students from RC Level 1 to Level 2 or grow 2 DRA levels on standard RF.1.4 read independently with accuracy and fluency as measured by DRA and Running Records.

Based on current DRA data 34 out of 54 first grade students are reading at DRA levels A-4, which is four to seven levels below November benchmark for first grade.



GRADE

1



LEVEL

1



AREA OF FOCUS

Reading Foundational
Skills

GROUP

Hispanic

→ Action Step

Students will participate in a guided reading group outside of the Core for 20 minutes daily with a focus on reading with accuracy and fluency by using a leveled text. Teacher will use partner reading and decoding strategies to support students in reading with accuracy and fluency.

→ Action Step

Teacher will create an intervention action plan which includes one-on-one conferring, running records and student goal setting. Teacher will meet with individual students 1X per week for 10 minutes in addition to the core to provide a double dose of reading with accuracy and fluency.



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, K-3 Literacy Support Teacher, Title and LAP teachers, and ELL teacher support. Additional building para time given to support intervention needs.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

1st Grade teachers, K-3 Literacy Support teacher, ELL Teacher, Title and LAP teachers, instructional coach, and administrators.

GOAL: Q3: shift 40% (5 of 12) of ELL students from RC level 1 to level 2 or grow 3 DRA levels on standard RF2.4 as measured by DRA.

The district benchmark changes every other month. In November Level 2 is DRA 14, in January Level 2 is 16-18. Currently, all 11 of our ELL students are considered Level 1 based on the January benchmark.



GRADE

2



LEVEL

1



AREA OF FOCUS

Reading Literature



GROUP

English Learners

→ Action Step

Students will participate in a guided reading group outside of Core for 30 minutes daily with a focus on reading with accuracy and fluency. Strategies: repetition of text, preview of vocabulary, and partner reading.

→ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. T will meet with this student group 5 times a week, 15 minutes each time, to provide a double dose. Focus: sight-words, self-correct strategies, and word attack skills.



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, K-3 Literacy Support Teacher, and ELL teacher support. Additional building para time given to support intervention needs.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

2nd Grade teachers, K-3 Literacy Support teacher, ELL Teacher, instructional coach, and administrators.

GOAL: Q3 shift 50% (3/6) ELL students from RC level 2 to level 3 on standard RL.3.3 describing characters actions in a story and explain how their actions contribute to the sequence of events as measured by ISM .

Out of the two ELA priority standards taught in grade 3 so far this year RL.3.3 was the lowest scoring standard and ELL students underperformed at a higher rate than any other student group.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

English Learners

→ Action Step

Students will participate in a guided reading group outside of Core for 30 minutes daily with a focus on describing character traits, motivations, feelings, and sequencing of events. Claim 1 Target 4.

→ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose.



Measurement iSM-Reading (iReady Standards Mastery)



Date 2/1/2019



Resources Available

Weekly grade Level collaboration time with instructional support team, common planning time within grade level, allocated unit planning time, K-3 Support Teacher, and ELL teacher support.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

3rd Grade teachers, K-3 Literacy Support teacher, Title and LAP teachers, instructional coach, and administrators.

GOAL: Q3: Decrease the percentage of Hispanic students in level 2 for standard RL. 2 (C1T2) identifying theme from 25% (4) to 13% (2) as measured by CFA.

Student performance on the iReady standards mastery for standard RL. 2 showed the largest area in need of growth was students scoring in level 2. Students will need to identify theme from literary texts, by using story elements, character traits, sequencing and summarizing.



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

Hispanic

Action Step

Students will participate in a guided reading group outside of the Core for 30 minutes daily with a focus on (RL.9) comparing similar themes/topics between multiple texts. Teachers will use student discourse strategies to allow student the opportunities to discuss themes/topics between books.

Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teacher will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose of student's ability to compare details in two texts on the same topic.

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

 **Date** 2/1/2019

Resources Available

Weekly grade Level collaboration time with instructional support team, common planning time within grade level, allocated unit planning time, and Title/LAP teacher support.

Resources Needed

Allocated time to create formative assessments.

Responsible

Fourth Grade Team, Instructional Coach, Title and Lap Teachers, and Administrators.

GOAL: In quarter 3, 4/6 (67%) of 5th grade white students will move from level 2 to 3 on RL.9 (claim 1 target 4 reasoning and evidence) as measured by Standards Mastery test.

6 out of 18 students scored a level 2 on an end of unit assessment for RL.9. Claim 1 target 4 was selected because it asks students to use supporting evidence to justify/explain. This target matches the standard since it asks student to read closely and analytically comprehend a range of complex text.



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

White

➔ Action Step

Students will participate in a guided reading group outside of Core for at least 45 minutes weekly with a focus on using reasoning and evidence to support conclusions and make inferences about a complex piece of text. Claim 1 Target 4.

➔ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose. Teachers will: ask students to use a graphic organizer. think pair share

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

 **Date** 2/1/2019

Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, and Title and LAP teacher support.

Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.

Responsible

5th Grade teachers, ELL Teacher, Title and LAP Teachers, instructional coach, and administrators.

GOAL: Q3, 70% (6 out of 9) of Multi-Racial students will compose and decompose numbers 11 to 19 into ten ones and further ones (NBT.A.1) as measured by a CFA.

75% of students met the quarter 2 goal of understanding numbers 0-10 so the next progression of skill would be teen numbers. Additionally, it is an upcoming priority standard in the next Unit.



GRADE

K



LEVEL

1



AREA OF FOCUS

Number and operations
in base 10



GROUP

Other/Multiracial
I

→ Action Step

Students will participate in a math intervention group outside of the core for 30 minutes daily with a focus on understanding numbers 11-19. Strategies: student discourse, collections with manipulatives, ten frames, and bundles.

→ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose of increasing students' ability to write and represent numbers 11-19.



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, and master schedule with built in intervention time for math.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

Kindergarten teachers, instructional coach, and administrators.

GOAL: In quarter 3, shift 3/6 (50%) of Hispanic students in RC level 2 to level 3 on standard 1.OA.B.3 that ask students to apply properties of operations as strategies to add and subtract within 20.

Based on posttest unit assessments for fall, 1.OA.B.3 is the priority standard that most students did not master. The lowest performing student group within that standard is Hispanic students



GRADE

1



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic

→ Action Step

Students will participate in a math intervention group outside of the core for 15 minutes daily with a focus on students adding and subtracting within 20. Strategies: Ten frames, circle drawings, math mountains, place value charts, objects for counting, and number lines.

→ Action Step

Teacher will create an intervention action plan which includes progress monitoring points and student goal setting. Teacher will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose of students understanding that + as putting together, and - as taking apart.



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, and master schedule with built in intervention time for math.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

1st Grade teachers, instructional coach, and administrators.

GOAL: In Q3: we will shift 75% (3 out of 4) of ELL students from RC level 1 to level 2 on the standard NBT7 as measured by common formative assessments.

Description-12 students that did not meet first grade math standard on NBT4, which is foundational to NBT7-add and subtract within 1000. We selected ELL since 4 out of the 12 students who didn't meet first grade standard were ELL students.



GRADE

2



LEVEL

1



AREA OF FOCUS

Number and operations
in base 10

GROUP

English Learners

→ Action Step

Students will participate in a strategy group outside of Core for 15 minutes daily with a focus on foundational first grade skills related to using concrete models and mental math strategies to support adding and subtracting.

→ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. They will meet with this student group 5 times a week, 15 minutes each time, to provide a double dose with a focus on composing and decomposing numbers. 2.NBT.B.7



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, and master schedule with built in intervention time for math.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

2nd Grade teachers, instructional coach, and administrators.

GOAL: in Q3: our team will decrease the % of ELL students scoring a 2 on Math Standard 2.NBT.B.7 (the pre-skill for 3.NBT.A.2,C1TE) from 36% (5) to 14% (2).

11 of 45 third grade students achieved a 2 on this RC. The largest demographic within this group is ELL students. This standard will extend and build on the intervention in place based on iReady data which also showed a need for place value review.



GRADE

3



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

English Learners

→ Action Step

Students will participate in a strategy group outside of Core for 15 minutes daily with a focus on the relationship between addition and subtraction and using concrete models or drawing strategies based on place value.

→ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group at least 2 times a week, 15 minutes each time, to confer/assess understanding of math facts. Strategies: flash cards. partner work



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade Level collaboration time with instructional support team, common planning time within grade level, and allocated time for unit planning and a master schedule with built in intervention time for math.



Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.



Responsible

3rd Grade teachers, instructional coach, and administrators.

GOAL: in Q3: Decrease the percentage of Hispanic students in level 2 for Math standard 4.NBT.B5 (C1TE) from 35% (8) to 17% (4) as measured by CFA.

When examining student iReady Standards Mastery, the largest area of impact was numbers and operations in base ten in the standard 4.NBT.B5. Students will need to represent multiplication problems using different strategies such as, area model, distributive property, partial products and the standard algorithm.



GRADE

4



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic

➔ Action Step

Students will participate in a strategy group outside of Core for 15 minutes daily with a focus on foundational third grade skills related to add, subtract, multiplication and division. (Creating area models, arrays, equal groups). Strategies: connect representations to numeric expressions

➔ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose with a focus on +, -, x, and division by creating visual models.

Measurement iSM-Math (iReady Standards Mastery)

Date 2/1/2019

Resources Available

Weekly grade Level collaboration time with instructional support team, common planning time within grade level, and allocated unit planning time and a master schedule with built in intervention time for math.

Resources Needed

Allocated time for professional development related to ELL strategies and to create formative assessments.

Responsible

Fourth Grade Team, Instructional Coach, and Administrators.

GOAL: Q3, shift 55% (5/9) of SPED students in level 1 to level 2 on the math standard that relates to creating equivalent fractions (4.NF.A.1) As measured by, a CFA.

Standard 4.NF.A.1 was selected, because students did not meet the goal for this standard in Q2. Data indicated that finding equivalent fractions was a challenge for SPED students. (Claim 1 Target F)



GRADE

5



LEVEL

1



AREA OF FOCUS

Number and Operations
Fractions



GROUP

Special
Education

➔ Action Step

Students will participate in a strategy group outside of Core for 15 minutes daily with a focus on foundational skills related to recognizing and generating equivalent fractions by explaining and creating visual models. Claim 1 Target F

➔ Action Step

Teachers will create an intervention action plan which includes progress monitoring points and student goal setting. Teachers will meet with this student group 3-5 times a week, 15 minutes each time, to provide a double dose. Focus: Equivalent Fractions-4.NF.A.1.



Measurement CFA (Common Formative Assessment)



Date 2/1/2019



Resources Available

Weekly grade level meeting with instructional support team, common planning time within grade level, allocated time for unit planning, a master schedule with built in intervention time for math, and LRC teacher support.

Resources Needed

Allocated time to create formative assessments and time dedicated for collaboration between the general education and LRC teacher.



Responsible

5th Grade teachers, LRC Teacher, instructional coach, and administrators.