

Larchmont Elementary

Continuous Achievement Plan

2018-19 | Q2

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 can support students achieving their goal. Together we will encourage students to persevere and to help them 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: Decrease the percentage of English Language Learning students in level 1 for Reading from 40% to 20%.

0



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 word meanings and language use. (Target 3 & 7 of Claim 1)

→ 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 CFA (Common Formative Assessment)

Date 11/9/2018

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: Decrease the percentage of African American students in Level 1 for Reading Claim 1 from 50% to 25% .

0



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 30 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: Questions 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 11/9/2018



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: Decrease the percentage of English Language Learner students in Level 1 for Reading from 60% to 30%.

0



GRADE

5



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 word meanings and language use. (Target 3 & 7 of Claim 1). Strategies: CCD, picture walk

➔ 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: multiple meaning words. common roots. affixes

Measurement CFA (Common Formative Assessment)

Date 11/9/2018

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: Decrease the percentage of English Learner students in Level 2 for Math Concepts and Procedures (Claim 1) from 40% to 20%.

0



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 multiplication and division. (creating arrays, working with equal groups, recognizing patterns)
Strategies: hands on materials and drawing out thinking.

→ 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 multiplying and dividing within a hundred. (Target C)



Measurement CFA (Common Formative Assessment)



Date 11/9/2018



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: Decrease the percentage of Hispanic students in Level 2 for Math Concepts and Procedures (Claim 1) from 46% to 23%.

0



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 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** CFA (Common Formative Assessment)

 **Date** 11/9/2018

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: Decrease the percentage of Hispanic students in Level 1 for Math Concepts and Procedures (Claim 1) from 69% to 33%.

0



GRADE

5



LEVEL

1



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 fourth grade skills related to multiplication & division of fractions. (equivalent and adding/subtracting fractions) Strategies: concrete materials, explain using pictures & numbers

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: fraction number sense-Target F. Strategies: visual fraction models

 **Measurement** CFA (Common Formative Assessment)

 **Date** 11/9/2018

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: 80% of students in level 1 (Below) will be able to identify at least 10 upper and lower case letters, as well as their sounds.

0



GRADE

K



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 30 minutes daily with a focus on identifying at least 10 upper and lowercase letters and their sounds. (Language to accompany oral directives, and picture sorts).
Strategies: Alphabet Chants and letter/sound correspondence.

→ Action Step

T 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 to identify at least 10 upper and lowercase letters and their sounds.



Measurement CFA (Common Formative Assessment)



Date 11/9/2018



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: Shift 50% of students in level 1 to level 2 on the standard that asks students to retell on a benchmark level text with accurate details.

0



GRADE

1



LEVEL

1



AREA OF FOCUS

Reading Literature



GROUP

Other/Multiracia
|

→ Action Step

Students will participate in a guided reading group outside of the Core for 30 minutes daily with a focus on their ability to retell a story with accurate details using a benchmark level text. Teacher will use partner talk and questioning strategies to deepen students understanding of the text.

→ Action Step

T 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 retell a story by placing events in sequential order



Measurement CFA (Common Formative Assessment)



Date 11/9/2018



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: Shift 30% of students in level 1 to level 2 on the reading standard that asks students to read independently with accuracy and fluency.

0



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. Teachers 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 chunking words.



Measurement CFA (Common Formative Assessment)



Date 11/9/2018



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: Shift 50% of Multiracial students from level 1 to level 2 on the standard RL.9 that asks students to compare and contrast elements of a stories.

0



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading Literature



GROUP

Other/Multiracia
1

→ Action Step

Students will participate in a guided reading group outside of Core for 30 minutes daily with a focus on comparing themes, settings, and plots of stories. (RI.9) Teachers will use partner talk strategies to promote understanding of the text.

→ 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 use sentence stems and picture cues.



Measurement CFA (Common Formative Assessment)



Date 11/9/2018



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: Shift 50% of African American students from level 2 to level 3 on standard RL.9 that asks students to compare and contrast similar themes/topics.

0



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP


African American

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** CFA (Common Formative Assessment)

 **Date** 11/9/2018

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: Shift 50% of Hispanic students from level 2 to level 3 on standard RL.9 that asks students to compare and contrast stories in the same genre.

0



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP


Hispanic

➔ Action Step

Students will participate in a guided reading group outside of Core for 30 minutes daily with a focus on comparing themes and topics, and patterns of events in stories from different cultures. (RL.9) Teacher will: preview the text, chart vocabulary, and use graphic organizers

➔ 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** CFA (Common Formative Assessment)

 **Date** 11/9/2018

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: 80% of all Hispanic students will meet standard on understanding numbers 0-10.

0



GRADE

K



LEVEL

1



AREA OF FOCUS

Number and operations
in base 10

GROUP

Hispanic

→ Action Step

Students will participate in a math intervention group outside of the core for 30 minutes daily with a focus on understanding numbers 0-10. (finger counting, collections with manipulatives, and number sorts). Strategies: hands on materials and student discourse.

→ 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 0-10.



Measurement CFA (Common Formative Assessment)



Date 11/9/2018



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: Shift 50 % of Hispanic students in level 2 to level 3 on the Math standard that asks students to add and subtract within 20.

0



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 30 minutes daily with a focus on students adding and subtracting within 20. (Place value charts, objects for counting, and number lines). Strategies: Using manipulatives and drawing out thinking.

→ Action Step

T 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 11/9/2018



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: Shift 60% from level 2 to level 3 on the Math standard that uses place value strategies to add and subtract within 1,000.

0



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

Hispanic

→ 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 place value to understand adding and subtracting. (place value chart, decompose numbers, pictures) Strategies: manipulatives and drawing out thinking.

→ 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 3-5 times a week, 15 minutes each time, to provide a double dose with a focus on the relationship between addition and subtraction. 2.NBT.B.7



Measurement CFA (Common Formative Assessment)



Date 11/9/2018



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: Shift 50% of Level 1 and 2 English Language Learners on the Math standard related to foundational skills in multiplication and division by one level.

0



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 multiplication and division with a focus on missing factors, distributive property, fact families. Strategies: think-pair-share, whiteboard write it out

→ 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 11/9/2018



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: Shift 50% of Hispanic students in level 2 (Approaching) to level 3 (Meeting) on the math standard that ask students to solve multistep word problems.

0



GRADE

4



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 30 minutes daily with a focus on solving multi step word problems. (finding patterns, making models/drawing pictures, restating problems). Strategies: Hands on Materials.

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 on finding given, needed, and wanted information within a word problem

 **Measurement** CFA (Common Formative Assessment)

 **Date** 11/9/2018

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: Shift 50% of students in level 1 to level 2 on the Math standard that relates to adding and subtracting fractions.

0



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 adding and subtracting of fractions. (equivalent and unlike denominators) Strategies: create visual models and explain using numbers or pictures

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: common denominators-5.NF.A.2. Strategies: fact family

 **Measurement** CFA (Common Formative Assessment)

 **Date** 11/9/2018

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.