

Larchmont Elementary

Continuous Achievement Plan

2018-19 | Q4

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: In Q4 shift 83% (5/6) of Hispanic students up one level on vocabulary, standards RL.4/L.4) as measured by iReady ISM (Claim 1, Target 3)

According to our winter iReady diagnostic, 26 of 47 students (55%) scored 1 or more grade levels below in vocabulary. The largest demographic are Hispanic students.



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Hispanic

→ Action Step

Students will participate in a guided reading group outside of Core for 3-5 times per week with a focus on decoding, multiple meaning words, and context clues within 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 additional support in vocabulary strategies as described in Step 1.



Measurement iSM-Reading (iReady Standards Mastery)



Date 4/12/2019



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: Q4, Decrease the percent of Hispanic students in level 2 in Claim 1: Reading Targets 3: word meanings & 7 language use, from 41% (9 kids) to 18% (4 kids) as measured by CFAs.

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

2



AREA OF FOCUS

Reading



GROUP

Hispanic

➔ 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: 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 4/12/2019

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 4 , we will decrease the percentage of Hispanic and Asian students in level 2 for Reading Claim 1 Target 2 from 11 (50%) to 4 (18%) as measured by CFA.

In fifth grade, claim 1 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 2 than any other claim. Out of the 22 students in level 2 of claim 2, Hispanic students (6) and Asian students (5) were identified as underperforming more than other student groups.



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading



GROUP


Hispanic

➔ Action Step

Students will participate in a guided reading group outside of Core for 30 minutes daily where there is a focus on building skills that help students identify the central theme of a literary 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: ask students to use a graphic organizer. think pair share

 **Measurement** CFA (Common Formative Assessment)

 **Date** 4/12/2019

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 Q4, shift 83% (5/6) Hispanic students from level 2 to level 3 standard 3.NBT.2 (number sense) as measured by standards mastery (Claim 1, Target E)

27 of 47 (57%) of third grade students achieved a 2 or lower on the winter iReady diagnostic. The largest demographic within this group is Hispanic students.



GRADE

3



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 3-5 times a week with a focus on foundational skills related to addition and subtraction fluency and un- or re-grouping (or not) as equations require.

→ 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 additional reteaching and support on this priority standard.

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

 **Date** 4/12/2019

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: Q4, Decrease the percentage of Hispanic students in level 2 for math concepts and procedures, claim 1 target E from 26% (8 students) to 13% (4 students) as measured by CFAs.

In comparing iReady and SBA math claims, the largest area of impact was claim concepts and procedures target E 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 CFA (Common Formative Assessment)

Date 4/12/2019

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: In quarter 4, we will shift 6 of 7 Hispanic students (85%) from level 1 to level 2 in NBT.5.7 claim 2 target A as measured by a CFA.

Based on iReady results from January and spring SBA results, we noticed that students struggled with claim 2 (Target A: Apply math to solve every day problems). We selected claim 2 target A.



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 skills related to NBT.5.7. (multiplying decimals) 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: Multiplying decimals-NBT.5.7



Measurement CFA (Common Formative Assessment)



Date 4/12/2019



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 4, shift 7/11 (63%) of ELL students from RC Level 1 to RC Level 2 or grow 2 DRA levels on standards K.RF.4 read independently with accuracy and fluency as measured by DRA and Running Records.

Kindergarten students must be able to pass DRA level 6 by the end of the school year according to report cards. We chose this goal to move our Kindergarten ELL students towards reading grade level texts independently and fluently and reaching that DRA level 6 by First Grade.



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Foundational
Skills

GROUP

English Learners

→ Action Step

Students will participate in a guided reading group outside of the Core for 15 minutes daily with a focus on reading with accuracy and fluency by using a leveled text. Teacher will use sight word flash cards 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 select guided reading texts strategically to align with the first 20 Kindergarten Sight Words that students must be able to read fluently.



Measurement DRA (Developmental Reading Assessment)



Date 4/12/2019



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 4, shift 50% (8/16) of Hispanic students one level on RC related to standard RF.4 (read independently with accuracy and fluency) or grow 2 DRA levels as measured by CFA.

Based on current DRA data 48 out of 50 first grade students are reading at DRA levels A-8 which is 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 DRA (Developmental Reading Assessment)



Date 4/12/2019



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: in Q4, 56% (5/9) AA students in level 2 will grow 3 DRA levels on standard RL.10 (read and comprehend lit.) as measured by DRA.

When comparing iReady and DRA scores, the largest area of need was reading and comprehending text. Students will be identifying the main topic, retell key details, identify antonyms, synonyms, and multiple meaning words, identify character and setting, and determine the central message, lesson, or moral of text.



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

African American

→ Action Step

In addition to whole group instruction, 2nd grade teachers will explicitly teach skills to enable students to comprehend grade level text by meeting with small groups 20 minutes at least 4 times a week.

→ Action Step

Teacher will create an intervention action plan which includes progress monitoring points and student goal setting. Students will use sentence stems to guide turn and talk and discussion in the small groups. Students will use the MUSH strategy and the SCOOPS strategy for retelling texts.



Measurement DRA (Developmental Reading Assessment)



Date 4/12/2019



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: Q4, shift 71%(5/7)ELL students from RC L2 to L3 on RL.6-distinguish one's own point of view from narrator or characters(C1-T5)measured by ISM .

Out of the 3 ELA priority standards taught in grade 3 so far this year RI.6 was the lowest scoring standard (57% or 27/47 students scoring 1 or 2) and the largest demographic was ELL students.



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 discerning one's own point of view and communicating it, with reasoning, verbally and in writing.

→ 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 4/12/2019



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: Q4, Decrease the % of AA students in L1 for standard RI. 9 (C1-T11) synthesizing info. text from 30% (7 kids) to 13% (3 kids) measured by CFAs.

When examining priority standards taught this year, student performance on the iReady standards mastery for standard RI. 9 showed the largest area in need of growth was students scoring in level 2. Students will need to synthesize from informational texts, by using main idea, supporting details and synthesizing strategies.



GRADE

4



LEVEL

1



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 (RI.9) comparing similar main idea/topics between multiple texts. Teachers will use student discourse strategies to allow student the opportunities to discuss main ideas/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** 4/12/2019

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 4, 4/5 (80%) of 5th grade white students will move from level 2 to 3 on RI.3 (C1-T11) as measured by CFA

5 out of 20 students scored a level 2 on an end of unit assessment for RI.3. This target matches the standard since it asks student to read closely and analytically identify central theme.



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Informational
Text



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 identifying central theme in short texts.

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** 4/12/2019

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: In Q4, 50% (6 out of 12) of ELL students will compose and decompose numbers 11 to 19 into ten ones and further ones (NBT.A.1) as measured by a CFA.

A high number of ELL students did not meet their goal in Q3 CAP of composing and decomposing numbers 11 to 19 (NBT.A.1). This is a priority standard that all kindergarten students must meet.



GRADE

K



LEVEL

1



AREA OF FOCUS

Number and operations
in base 10

GROUP

English Learners

→ 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 4/12/2019



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 4, shift 5/9 (55%) of Hispanic students one level on RC related to standard 1.OA.A.1 (addition and subtraction within 20 to solve word problems) as measured by CFA.

Based on posttest unit assessments for winter, 1.OA.A.1 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 4/12/2019



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: Q4, 5/9 (56%) of 2nd grade AA students at first grade level on 2.NBT.B.7 will increase their scores to 2nd grade level, as measured by CFA's and ISM.

In reviewing iReady and report card standards, we noticed that most African American students were placed at grade 1 in the area of algebra and algebraic thinking. Students will gain an understanding of place value, addition and subtraction within 1000, mentally adding and subtracting 10s, and the relationship between addition and subtraction.



GRADE

2



LEVEL

1



AREA OF FOCUS

Number and operations
in base 10

GROUP

African American

➔ Action Step

In addition to whole group instruction, 2nd grade teachers will explicitly teach skills to enable students to fluently add and subtract within 1000, using place value understanding, by meeting with small groups 20 minutes at least 4 times a week.

➔ Action Step

Teacher will create an intervention action plan which includes progress monitoring points and student goal setting. Students will use concrete models and drawings, strategies based on place value, base ten blocks, and turn and talk to show an understanding of addition and subtraction. Teacher will meet with students 3–5 times per week.



Measurement

 CFA (Common Formative Assessment)


Date

 4/12/2019


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: Q4, shift 60% (5/8) ELL students from L1 or 2 up one L on OA.D.8 - solve 2-step word probs. using the 4 operations (C1-TD) as measured by CFA and ISM

Out of the 4 math priority standards taught this year, 22 of 47 third grade students achieved a 1 or 2 on this RC standard. The largest demographic within this group is ELL students.



GRADE

3



LEVEL

1



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 disseminating the information contained within story problems and the mathematical operations required to solve the problem.

→ 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 important information. key words. and application of proper operation(s). Strategies: DEALS/DEAL-C.



Measurement CFA (Common Formative Assessment)



Date 4/12/2019



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: Q4, Decrease the percentage of Hispanic students in level 1 for standard 4.OA.A.3 (C1-TA) from 56% (10 kids) to 28% (5 kids) as measured by CFA.

When examining student iReady Standards Mastery, the largest area of impact was standard 4.OA.A3 which is represent and solve problems multi-step word problems involving all four operations. Students will need to understand how to interpret word problems using different strategies to break down the problem and solve using all four operations and understand how



GRADE

4



LEVEL

1



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 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** CFA (Common Formative Assessment)

 **Date** 4/12/2019

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: In Q4, shift 85% (6/7) of Asian students in L2 to L3 on standard 5.NBT.B5,C1-TD (multiplying multi-digit numbers) as measured by CFAs.

Standard 5.NBT.B7 was selected, because students did not meet the goal for this standard in Q3. Data indicated that multiplying multi-digit numbers was a challenge for Asian students.



GRADE

5



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP


Asian

Action Step

Students will participate in a strategy group outside of Core for 15 minutes daily with a focus on foundational skills related multiplying multi-digit numbers. Strategies include: using models, explaining/identifying place value, and solving real-life word problems.

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: multiplying multi-digit numbers.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 4/12/2019

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.