

McCarver Elementary

Continuous Achievement Plan

2018-19 | Q2

As we examine the needs of McCarver we see that our students need to develop reading and writing skills in order to grow in all areas including mathematics. As we dig into data it is research where we need the most growth especially in our diverse populations. There is a large achievement gap for our African American students and we must close this gap. As an IB school we use project based learning as a construct for learning. It is our plan to use this IB construct to better understand units of study and to better incorporate non fiction texts emphasising grade level units of study so that we may maximise time. The research required of creating an exhibition will allow students time to think about texts critically and also to increase reading skills. In addition this work will allow students to more critically understand what is asked of them in critical mathematical thinking and problem solving which will also create better math learning.

GOAL: 60% of AA students will move from level 2 to level 3 through work with responding in writing about informational text.

Most level 2s at informational text with 10 AA children. iReady was used to predict performance on SBA as this is 3rd grade level.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading



GROUP

African American

→ Action Step

Teachers will use PLC work will center around responses to reading in writing using rubrics. Teachers will use bookroom to select non fiction/informational text for additional small group reading.

→ Action Step

These students will respond in writing 3 times weekly to informational text using at least 3 facts, details and site text for evidence as assessed by 4 point writing rubric.

Measurement CFA (Common Formative Assessment)

Date 11/1/2018

Resources Available

Informational level readers in book room, pilot material, walkthrough tool focused on workshop model and standards based instruction , interactive writing training. Teachers will review report card grade level standards.

Resources Needed

Additional training on launch of leveled and flexible groups for teaching using standards based reading strategies. Passage dependent questions at grade level will be found or formulated from informational text.

Responsible

3rd grade teachers, k-3 enhancement teacher, coach, admin

GOAL: AA 4th grade students will write information paragraph about non fiction texts weekly in intervention groups reducing overall L1 from 15 to 7

15@ L1, 7@ L2, 2@ L3, 1 @L4 Research / Writing next lowest



GRADE

4



LEVEL

1



AREA OF FOCUS

Writing



GROUP

African American

➔ Action Step

Teachers will use leveled non fiction text from book room, teaching specific vocabulary of content specific selection, then teach students to write a paragraph using vocabulary and 3 supporting details from text.

➔ Action Step

Students will use leveled non fiction text readers and write a minimum of 3 sentence paragraph using supporting details to describe information from text.



Measurement CFA (Common Formative Assessment)



Date 11/1/2018



Resources Available

non fiction texts, IB units of study, leveled readers, PLC meeting structure. Rubrics for writing from SBAC, iReady, CFA, iab



Resources Needed

New rubrics for writing , training on interactive writing



Responsible

4TH GRADE TEACHERS, INTERVENTIONISTS, COACH, ADMIN

GOAL: 10 out of 17 (about 60%) will increase one level on the SBA through increasing writing skills through research using informational text.

17 @ L1, 3 @ L2, 2@ L3. Research is lowest claim. We will move our high level 1 students to level 2 in literacy by responding to informational text in writing.



GRADE

5



LEVEL

1



AREA OF FOCUS

Research



GROUP

African American

➔ Action Step

Teachers will require writing to be focused for small groups during intervention time where each intervention child writes a response to leveled informational text daily with minimum of 3 sentences with topic sentence and three supporting details from text..

➔ Action Step

These students will write response to informational text using three sentences, including topic sentence and three supporting details, three times weekly with intervention teachers and classroom teachers causing double dosing for writing.



Measurement CFA (Common Formative Assessment)



Date 11/1/2018



Resources Available

5th grade writing Standards, Portland writing, CFA, Book room non fiction texts, GLAD pictorials, writers workshop model, writing in response to reading, Mentor Texts, New Science Reading Pilot- National Geographic, NTSS, Writing rubrics, FOSS science kits, partnerships with MESA, UPS and UWT



Resources Needed

Schedule for university mentor visits, PD for writing in the content field, Late start schedule for PLC/CFA writing work, bookroom informational text and



Responsible

5th grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

GOAL: 11/18 students who were approaching on iReady will be at standard on SBA in Concepts and Procedures through increased meaningful math discourse.

iReady N & O shows area where the least AA students are successful (9%).



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

African American

→ Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students constructing viable arguments (MP2).

→ Action Step

Student: Weekly students will answer the question, "How do you know you are right?" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Solving two-step word problems (3.OA.D.8) in small groups will be the focus for these students.

Measurement CFA (Common Formative Assessment)

Date 11/1/2018

Resources Available

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say

Resources Needed

Wednesday Late Start Time

Responsible

3rd grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

GOAL: 11 out of 18 (about 60%) will increase one level on the SBA through increased facilitation of meaningful math discourse and increased PS Stamina

18 @ L1, 5 @ L2, 1 @ L3, 1 @ L4, Problem Solving is lowest claim



GRADE

4



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

African American

Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students constructing viable arguments (MP2).

Action Step

Student: Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Solving multi-step word problems (4.OA.A.3) in small groups will be a focus for these students.

Measurement CFA (Common Formative Assessment)

Date 11/1/2018

Resources Available

"Principles to Actions" book, "Routines for Reasoning" Book Ch 6, article - never say anything a kid can say

Resources Needed

Wednesday Late Start Time

Responsible

4th grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

GOAL: 10 out of 17 (about 60%) will increase one level on the SBA through increased facilitation of meaningful math discourse and summary writing in INBs.

17@L1, 3 @ L2, 2@L3. We will move our high level 1 students to level 2 in math by communicating reasoning through summary writing in INBs.



GRADE

5



LEVEL

1



AREA OF FOCUS

Communicating
Reasoning

GROUP

African American

Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students constructing viable arguments (MP2).

Action Step

Student: Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Solving word problems involving fractions (5.NF.A.2) will be a focus for these students.



Measurement CFA (Common Formative Assessment)



Date 11/1/2018



Resources Available

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



Resources Needed

Wednesday Late Start Time



Responsible

5th grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

GOAL: All AA kindergarten students will use individual decision making, independent problem solving and responsible group membership behavior.

All new kinders should be taught at a developmentally appropriate level. Data is not consistently available some students had preschool and some did not. November CAP will have specific data. These skills will positively effect their school career.



GRADE

K



LEVEL

2



AREA OF FOCUS

Speaking and Listening



GROUP


African American

→ Action Step

Teachers will work with small groups to follow two discuss problem solving problems from the classroom and playground

→ Action Step

Students will practice problem solving classroom issues using zones as their model

 **Measurement** CFA (Common Formative Assessment)

 **Date** 11/1/2018

Resources Available

Daily news . ZONES, Problem solving books. Feelings curriculum, MIndfulness strategies for calming.

Resources Needed

training on ZONES, Peace Center, Deescalation

 **Responsible**

K teachers, paras, K-3 support, coach, admin

GOAL: 5/8 level 2 students will move from level 2 to level 3 on written language standards.

* AA students were not able to write informative explanatory texts in which they name a topic, supply some facts about it, and provide closure. Informational writing is a building wide need and focus of PD and PLC work this year.



GRADE

1



LEVEL

2



AREA OF FOCUS

Writing



GROUP

African American

➔ Action Step

Teachers will provide daily small intervention groups for students to write in journal, following a prompt and to synthesise a text. Teachers will review writing at PLCs. Teachers will review writing

➔ Action Step

Students will complete writing about information topic 3 times per week in interactive writing journal with intervention teachers and received immediate feedback on how to make corrections in writing.



Measurement CFA (Common Formative Assessment)



Date 11/1/2018



Resources Available

interactive notebooks, interactive writing trainings. ELA support modeling, coaching cycles of writing instruction



Resources Needed

Videos of exemplary teacher of writing, pilot reading materials,



Responsible

First Grade teachers, admin, ELA support Teacher, Coach

GOAL: AA will decrease the number of level 2 students from 9 to 3 in reading fluency.

AA students had highest number who were not independently reading with fluency and accuracy to support comprehension. There is not a 2nd grade standard specifically but at 1st grade students must: Independently read with sufficient accuracy and fluency to support comprehension.



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Foundational
Skills

GROUP

African American

→ Action Step

Teachers will check for fluency daily in leveled reading group. Conferencing notebooks and goal setting will be used for each of these level 2 students.

→ Action Step

AA students will have a cold and warm read daily and be giving specific feedback on error patterns and set goals for wpm.



Measurement DRA (Developmental Reading Assessment)



Date 11/1/2018



Resources Available

DRA, Conferencing notebooks, leveled readers, walkthrough data, goals wall, site word wall, coaching, Data checkins at 6 week intervals, Comprehension tool kit



Resources Needed

additional training on Comp Tool kits, DRA training



Responsible

2nd grade teachers, ELA support, Coach, Admin monitoring, Interventionist for title and lap

GOAL: 8/12 level 2 students will move to level 3 in the area of writing.

12 AA students are at level 2 for writing opinion pieces. In the fall we will be working on informational text according to the pacing calendar therefore we will capitalize on writing about information text.



GRADE

3



LEVEL

2



AREA OF FOCUS

Writing



GROUP

African American

→ Action Step

Teachers will use PLC format to review level 2 AA student opinion writing about informational text for leveled readers in small group intervention setting.

→ Action Step

Students will produce opinion pieces on leveled informational text as part of daily intervention groups after shared writing activity. Each piece will have topic sentence, three supporting details and site at least one piece of evidence from the text



Measurement CFA (Common Formative Assessment)



Date 11/1/2018



Resources Available

leveled readers, rubric for writing, writing coach



Resources Needed

writing samples and writing curriculum



Responsible

interventionist, k-3 support teacher, 3rd grade teacher

GOAL: 7/12 level 2 students will increase to level 3 by understanding main idea of informational text.

12 AA students are at level 2 in determining main idea of informational text and 6 are at level 2 in the area of writing opinions on informational text so we will combine with building initiatives and write one informational text.



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading Informational
Text

GROUP


African American

Action Step

Students will read and write about informational texts daily in intervention groups and explain their thinking and sharing main idea through writing a paragraph with topic sentence and citing text evidence.

Action Step

Teachers will assess information writing based on leveled text using PLC format for their AA students using writing rubric for SBA

 **Measurement** CFA (Common Formative Assessment)

 **Date** 11/1/2018

 **Resources Available**

leveled informational texts, librarian, IB units of study

 **Resources Needed**

writing rubrics. informational writing PD

 **Responsible**

COACH, 4th grade team, librarian, IB coaches

GOAL: Half our level 2 AA students will move to level 3 (5 students) by responding to non fiction texts using informational writing.

43.91 % of AA students are at level 2 in writing in informational text in 4th grade therefore they are the selected group. SBAC shows this is also area of need



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Informational
Text

GROUP


African American

Action Step

With support from intervention teachers, students will use research articles and texts when crafting their IB exhibition topics and create report on real world problems. Reports will contain a minimum of 2 paragraphs with not less than 2 citations from info. text.

Action Step

5th grade teachers in conjunction with intervention teachers will use PLC time to look at rubric for technical and informational writing to determine growth on writing citing texts.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 11/1/2018

 **Resources Available**

Portland Writing, rubric for writing/sbac

Resources Needed

possible writing trainer for coaches that is trainer of trainer model.

Responsible

5th grade classroom teachers, coach, IB coaches, Admin, District C&I

GOAL: 75% of AA students will be at Level 3 by increasing facilitation of meaningful mathematical discourse around solving word problems.

As we do not have data for students at k level, we cannot determine what they are able to do. This goal is chosen as a general benchmark for all students in their first weeks of school.



GRADE

K



LEVEL

2



AREA OF FOCUS

Counting & Cardinality



GROUP

African American

→ Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students constructing viable arguments (MP2).

→ Action Step

Student: Weekly students will answer the question, "How do you know you are right" through writing summaries and/or using models to communicate reasoning from CFA developed by teachers. Word problems (K.OA.A.2) will be the focus for these students.



Measurement CFA (Common Formative Assessment)



Date 11/1/2018



Resources Available

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



Resources Needed

Wednesday Late Start Time



Responsible

Kindergarten teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

GOAL: 2 of 3 AA students will grow to Level 3 by increasing facilitation of meaningful mathematical discourse around solving word problems.

Solving word problems is the competency with the least number of students showing proficiency.



GRADE

1



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

African American

→ Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students constructing viable arguments (MP2).

→ Action Step

Student: Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Solving word problems (1.OA.A.2) in small groups will be the focus for these students.



Measurement CFA (Common Formative Assessment)



Date 11/1/2018



Resources Available

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



Resources Needed

Wednesday Late Start Time



Responsible

1st grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

GOAL: 55% of level 2 AA students (6) will move to level 3 by increasing facilitation of meaningful mathematical discourse around problem solving.

11 AA students have a level 2 for the RC Domain of Number and Operations in Base 10



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

African American

→ Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students constructing viable arguments (MP2).

→ Action Step

Student: Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Using place value strategies for adding and subtracting (2.BT.B.5) will be a focus for these questions.



Measurement CFA (Common Formative Assessment)



Date 11/1/2018



Resources Available

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



Resources Needed

Wednesday Late Start Time



Responsible

2nd grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

GOAL: Half of level 2 AA students (7) will move to level 3 by increasing facilitation of meaningful mathematical discourse around problem solving.

14 AA students have a level 2 for the RC Domain of Operations and Algebraic Thinking.



GRADE

3



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking



GROUP

African American

→ Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students constructing viable arguments (MP2).

→ Action Step

Student: Weekly students will answer the question, "How do you know you are right?" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Solving two-step word problems (3.OA.D.8) in small groups will be the focus for these students.



Measurement CFA (Common Formative Assessment)



Date 11/1/2018



Resources Available

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



Resources Needed

Wednesday Late Start Time



Responsible

3rd grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

GOAL: 53% of level 2 AA students (8) will move to level 3 by increasing facilitation of meaningful mathematical discourse around problem solving.

15 AA students have a level 2 for the RC Domain of Operations and Algebraic Thinking. SBA claims also identify problem solving as a growth area.



GRADE

4



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

African American

Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students constructing viable arguments (MP2).

Action Step

Student: Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Solving multi-step word problems (4.OA.A.3) will be a focus for these students.

Measurement CFA (Common Formative Assessment)

Date 11/1/2018

Resources Available

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say

Resources Needed

Wednesday Late Start Time

Responsible

4th grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

GOAL: Half our level 2 AA students (6) will move to level 3 by increasing facilitation of meaningful mathematical discourse around fractions.

12 AA students with multiple level 2 marks on RC Competencies for Fractions domain



GRADE

5



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions



GROUP

African American

Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students constructing viable arguments (MP2).

Action Step

Student: Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Solving word problems involving fractions (5.NF.A.2) will be a focus for these students.

Measurement CFA (Common Formative Assessment)

Date 11/1/2018

Resources Available

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say

Resources Needed

Wednesday Late Start Time

Responsible

5th grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin