

Manitou Park Elementary

Continuous Achievement Plan

2018-19 | Q4

Manitou Park Elementary School provides a nurturing, challenging, and safe environment that supports diversity while respecting all members of the community. Manitou Park Elementary emphasizes academic achievement and future success through the interdependence of school and community while practicing agreed upon philosophies such as balanced literacy framework, restorative justice, guidelines for success: respectful, responsible and safe.

GOAL: 8/19 EL students at a Grade level 2 diagnostic will increase to Grade level 3 skills in comprehension.

0



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading



GROUP

English Learners

→ Action Step

One on one conferring weekly concluding with a comprehension goal. Each session students will read portion of text and answer comprehension questions around the portion read.

→ Action Step

Students will participate in daily small groups based on skill need, instruction will include informational text to expand exposure and practice comprehension skills aligned to informational texts.

Measurement iSM-Reading (iReady Standards Mastery)

Date 5/31/2019

Resources Available

Guided reading library, DRA benchmark and progress monitoring assessments, weekly collaboration time with general education and reading co-teacher, uninterrupted ELA block with built in intervention block.

Resources Needed

0

Responsible

Melisa Walley, Lauryn Cross, E'Braune Crowder(3rd grade team), Erin Sikes, Bertina Kelley, Jennifer Edenholm, Jill McCormack (reading co-teachers), Ariel Becker (instructional coach), administration

GOAL: Increase two DRA levels from January DRA to May DRA for 10/17 4th grade EL students.

EL students who are below on the SBA will focus on reading complex grade level texts and make meaning by practicing strategies at instructional level texts in daily guided reading groups or conferring.



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading



GROUP

English Learners

Action Step

Students will participate in the daily guided reading groups at students instructional DRA level for 20 minutes by both general education teacher and reading co-teacher.

Action Step

In addition to daily core instruction and guided reading teachers will meet weekly to confer with identified EL students one on one to progress monitor, identify an area strength and a focus reading strategy to work on.

 **Measurement** DRA (Developmental Reading Assessment)

 **Date** 5/31/2019

Resources Available

Guided reading library, DRA benchmark and progress monitoring assessments, weekly collaboration time with general education and reading co-teacher, uninterrupted ELA block with built in intervention block.

Resources Needed

0

 **Responsible**

George Kinney, Liliya Petrovskaya, Karleen Clifton (4th grade team), Erin Sikes, Bertina Kelley, Jennifer Edenholm, (reading co-teachers), Ariel Becker (instructional coach), administration

GOAL: Meet standard on RI9 iReady Standards Mastery. Our goal is to have all 8/8 meet.

Tier 2 EL students are approaching/below in RCC4 and RCC7 (Umbrella Standard - 5.RI.9-current unit and supporting standard 5.RI4) will focus on reading informational texts and determining the meaning of general academic and domain specific words and phrases



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading



GROUP


English Learners

Action Step

Focused instruction in reading groups with an emphasis of determining meaning of nonfiction text by using work attack skills. Informational guided reading books with DRA aligned questions. Grade level information texts with SBA aligned questions.

Action Step

Only allow access to vocabulary and comprehension domains on weekly I-Ready lessons.

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

 **Date** 5/31/2019

Resources Available

Guided reading library, DRA benchmark and progress monitoring assessments, weekly collaboration time with general education and reading co-teacher, uninterrupted ELA block with built in intervention block.

Resources Needed

0

 **Responsible**

Donvoan Schreiner, Averyl Lundquist, Nadia Coughran (5th grade team), Erin Sikes, Bertina Kelley(reading co-teachers), Ariel Becker (instructional coach), administration

GOAL: Goal is to move 11/19 students in Tier I and II will increase one Tier.

0



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

English Learners
& African
American

→ Action Step

Open math block daily with Daily Math Practice (DMP) that focus on Multiplication/Division :2 min independent, 2-minute partner share, 4 min class discussion (choose a partner group to come up and share).

→ Action Step

Students will work daily on fluency practice sheet during math group rotations to individually increase accuracy.



Measurement iSM-Math (iReady Standards Mastery)



Date 5/31/2019



Resources Available

30-minute intervention block built into daily math to ensure students will not miss core instruction in math. Talks Moves PD, Turn & Talk protocols, weekly 45 minutes data team meetings.



Resources Needed

0



Responsible

Melisa Walley, Lauryn Cross, E'Braune Crowder(3rd grade team), Ariel Becker (instructional coach), administration

GOAL: Decrease 4th grade EL students that are below grade level on standard 4.OA.A3 from 0/18 to 8/18.

Students will be able to create and solve multi-step problems with whole numbers using the four operations, including the interpretation of remainders. They will be able to represent these problems using equations in which a variable represents an unknown quality.



GRADE

4



LEVEL

2



AREA OF FOCUS

Problem Solving



GROUP

English Learners

Action Step

Teacher will pre-teach academic vocabulary words pertaining to this standard. Vocabulary/visual supports will include: multiple, factor, product, array, area model, equal groups, divisor, quotient, dividend, sum, and difference.

Action Step

Reteach concepts from core instruction based on daily common formative assessment 3 times a week for up to 15 minutes in a small, flexible group.

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

 **Date** 5/31/2019

Resources Available

30-minute intervention block built into daily math to ensure students will not miss core instruction in math. Talks Moves PD, Turn & Talk protocols, weekly 45 minutes data team meetings, OSPI EL coach.

Resources Needed

0

Responsible

George Kinney, Liliya Petrovskaya, Karleen Clifton (4th grade team), Ariel Becker (instructional coach), administration

GOAL: Math IAB Fractions go from 0% on/above grade level to 67% on or above grade level (6 out of 9 students)

Students will be using all 4 operations with fractions as well as mixed numbers and improper fractions and solving multi-step story problems.



GRADE

5



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures



GROUP


English Learners

Action Step

Use Common Core Companion to teach domain specific vocabulary words. We will teach the following words whole group and then expect students to use them when talking about their work. We will reinforce these vocabulary words in small group.

Action Step

Targeted daily instruction using exit tickets to drive instruction and small groups. We will look at the CAP students' exit tickets and determine if they need to be pulled for further remediation.

 **Measurement** IAB Math (Interim Assessment Blocks)

 **Date** 5/31/2019

Resources Available

30-minute intervention block built into daily math to ensure students will not miss core instruction in math. Talks Moves PD, Turn & Talk protocols, weekly 45 minutes data team meetings.

Resources Needed

0

 **Responsible**

Donvoan Schreiner, Averyl Lundquist, Nadia Coughran (5th grade team), Ariel Becker (instructional coach), administration

GOAL: 15/18 English Learner students will increase by 1 DRA Level (K.RF.4) as measured by DRA in Mid-May.

0



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Foundational
Skills

GROUP

English Learners

→ Action Step

Weekly individual goal setting and conferring, to set goals aligned to Reading Development chart on specific skills students need to move up on the development chart. Conferring will focus on skills that students have progressed on and setting a new skill as needed.

→ Action Step

EL students will also have specific intervention groups especially around building English vocabulary, peer tutoring and reading to others (turn and talk to expand vocabulary, speaking, and listening), and weekly goal setting.



Measurement DRA (Developmental Reading Assessment)



Date 5/31/2019



Resources Available

DRA, Reading Development Scale, Leveled reading material



Resources Needed

0



Responsible

Katie Felix, Angie Mays, Stacy Gallagher, Theresa Hamilton (Kindergarten team), Ariel Becker (instructional coach), administration, Reading co-teachers

GOAL: Decrease the number of 1st grade ELL students that are at the Emergent Level DRA 3 to 6 from 9/9 students to 6/9.

EL students who are DRA 3 to 6 will need to work on reading to maintain meaning of the story and do a complete retell of the story with minimal prompts. They will monitor their reading for phrasing, and what words makes sense, sound right or look right.



GRADE

1



LEVEL

2



AREA OF FOCUS

Reading Foundational
Skills

GROUP

English Learners

→ Action Step

ELL students will participate in guided reading groups with instructional level texts that do not have patterns with both general education teacher and co-teacher. Students will have daily practice with high frequency words at their instructional level.

→ Action Step

Teacher will focus on complete retells, phrasing and self correcting.



Measurement DRA (Developmental Reading Assessment)



Date 5/31/2019



Resources Available

Guided reading library, DRA benchmark and progress monitoring assessments, weekly collaboration time with general education and reading co-teacher, uninterrupted ELA block with built in intervention block.



Resources Needed

0



Responsible

Marie Combs, Michelle Ouellette, Andrea Holzapfel (1st grade team), Erin Sikes, Bertina Kelley, Jennifer Edenholtm, Jill McCormack (reading co-teachers), Ariel Becker (instructional coach), administration

GOAL: 7/20 EL students will make a half year's growth from the January DRA to end of April as measured by the DRA.

We will focus on character, setting and plot when progress monitoring these focus student. We decided on a half year's growth because we believed it was a stretch goal that these students could make.



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

English Learners

→ Action Step

The students are all part of a guided reading group with both a specific comprehension and reading strategies goals.

→ Action Step

Classroom teacher and co-teacher will meet weekly to monitor students' progress toward their goal.



Measurement DRA (Developmental Reading Assessment)



Date 5/31/2019



Resources Available

Guided reading library, DRA benchmark and progress monitoring assessments, weekly collaboration time with general education and reading co-teacher, uninterrupted ELA block with built in intervention block.



Resources Needed

0



Responsible

Carla Martinez, Brita Johnson, Amanda Roane (2nd grade team), Erin Sikes, Bertina Kelley, Jennifer Edenholm, Jill McCormack (reading co-teachers), Ariel Becker (instructional coach), administration

GOAL: EL students at a Grade level 2 diagnostic will increase to Grade level 3 skills in comprehension.

0



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Informational
Text

GROUP

English Learners

→ Action Step

One on one conferring weekly concluding with a comprehension goal. Each session students will read portion of text and answer comprehension questions around the portion read.

→ Action Step

Students will participate in daily small groups based on skill need, instruction will include informational text to expand exposure and practice comprehension skills aligned to informational texts.



Measurement iReady-Reading (iReady Universal Screener)



Date 5/31/2019



Resources Available

Guided reading library, DRA benchmark and progress monitoring assessments, weekly collaboration time with general education and reading co-teacher, uninterrupted ELA block with built in intervention block.



Resources Needed

0



Responsible

Melisa Walley, Lauryn Cross, E'Braune Crowder(3rd grade team), Erin Sikes, Bertina Kelley, Jennifer Edenholm, Jill McCormack (reading co-teachers), Ariel Becker (instructional coach), administration

GOAL: Increase two DRA levels from January DRA to May DRA for 10/17 4th grade EL students.

EL students who are below on the umbrella priority standard #10 will focus on reading complex grade level texts and make meaning by practicing strategies at instructional level texts in daily guided reading groups and conferring.



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

English Learners

Action Step

Students will participate in daily guided reading groups at students instructional DRA level for 20 minutes by both general education teacher and reading co-teacher.

Action Step

In addition to daily core instruction and guided reading teachers will meet weekly to confer with identified EL students one on one to progress monitor, identify an area strength and a focus reading strategy to work on.

 **Measurement** DRA (Developmental Reading Assessment)

 **Date** 5/31/2019

Resources Available

Guided reading library, DRA benchmark and progress monitoring assessments, weekly collaboration time with general education and reading co-teacher, uninterrupted ELA block with built in intervention block.

Resources Needed

Weekly collaboration with reading co-teacher.

Responsible

George Kinney, Liliya Petrovskaya, Karleen Clifton (4th grade team), Erin Sikes, Bertina Kelley, Jennifer Edenholm, (reading co-teachers), Ariel Becker (instructional coach), administration

GOAL: Meet standard on RI9 iReady Standards Mastery. Our goal is to have all 8/8 meet.

Tier 2 EL students are approaching/below in RCC4 and RCC7 (Umbrella Standard - 5.RI.9-current unit and supporting standard 5.RI4) will focus on reading informational texts and determining the meaning of general academic and domain specific words and phrases



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Informational
Text

GROUP

English Learners

Action Step

Focused instruction in reading groups with an emphasis of determining meaning of nonfiction text by using work attack skills. Informational guided reading books with DRA aligned questions. Grade level information texts with SBA aligned questions.

Action Step

Only allow access to vocabulary and comprehension domains on weekly I-Ready lessons.

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

 **Date** 5/31/2019

Resources Available

Guided reading library, DRA benchmark and progress monitoring assessments, weekly collaboration time with general education and reading co-teacher, uninterrupted ELA block with built in intervention block.

Resources Needed

0

Responsible

Donvoan Schreiner, Averyl Lundquist, Nadia Coughran (5th grade team), Erin Sikes, Bertina Kelley(reading co-teachers), Ariel Becker (instructional coach), administration

GOAL: English Learner students will increase from 0% at a 3 based on the K.OA.2 Report Card Rubric to (15/18)77% at a 2.

This standard is a priority because it demands a deep conceptual understanding of operations and their real-world applications.



GRADE

K



LEVEL

1



AREA OF FOCUS

Operations & Algebraic Thinking



GROUP

English Learners

→ Action Step

Students will work with number lines to 10, manipulatives (blocks, bears, color tiles, snap cubes), models, comparing numbers, doing combinations of 10, and work on story problems in small groups 2 to 3 times a week providing additional practice with the strategies

→ Action Step

Students will engage in Math Talk and will be specially placed with peers that will peer tutor these concepts. during math talk teachers will pre-teach/anchor chart- add, subtract, compare, difference, equal, fewer, greater, missing addend, ten frame and total.



Measurement CFA (Common Formative Assessment)



Date 5/1/2019



Resources Available

Number Lines, Math Talk, Manipulatives, Books, Addition and Subtraction Story problems, Jack Hartman Videos



Resources Needed

CFA created, anchor chart for student goal setting



Responsible

Katie Felix, Angie Mays, Stacy Gallagher, Theresa Hamilton (Kindergarten team), Ariel Becker (instructional coach), administration

GOAL: 3/3 students will move to Level 2 and partially, or with support, demonstrate fluency for addition and subtraction within 10.

Students will be able to use a strategy to add and subtract within 20.



GRADE

1



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking



GROUP

English Learners

→ Action Step

In addition to core instruction students will receive small intervention groups 2 times a week focusing on one strategy to gain confidence in strategy.

→ Action Step

Students will participate in whole group instruction to learn all strategies and will complete daily practice focusing on the strategy they are working on.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

30-minute intervention block built into daily math to ensure students will not miss core instruction in math. Talks Moves PD, Turn & Talk protocols, weekly 45 minutes data team meetings.



Resources Needed

0



Responsible

Andrea Holzapfel, Marie Combs, Michelle Ouellette (1st grade team), Ariel Becker (instructional Coach), administration

GOAL: Decrease 2nd grade EL students that are below or at/near the iReady standards mastery for NBT.B.7 from 0/20 or 0% to 11/20 or 55% meeting standard.

0



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

English Learners

→ Action Step

Students will use manipulatives: place value charts, place value disks, hide zero cards, and hundreds charts in small groups to assist in adding and subtracting three digit numbers.

→ Action Step

We will focus on academic vocabulary: vertical form, place value charts, decomposing.... Anchor charts with academic vocabulary and strategies are present for students to use as a resource



Measurement iSM-Math (iReady Standards Mastery)



Date 5/15/2019



Resources Available

30-minute intervention block built into daily math to ensure students will not miss core instruction in math. Talks Moves PD, Turn & Talk protocols, weekly 45 minutes data team meetings.



Resources Needed

0



Responsible

Carla Martinez, Brita Johnson, Amanda Roane (2nd grade), Ariel Becker (instructional coach), administration

GOAL: Goal is to move 11/19 students in Tier I and II will increase one Tier.

0



GRADE

3



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

English Learners

→ Action Step

Open math block daily with Daily Math Practice (DMP) that focus on Multiplication/Division :2 min independent, 2-minute partner share, 4 min class discussion (choose a partner group to come up and share).

→ Action Step

Students will work daily on fluency practice sheet during math group rotations to individually increase accuracy.



Measurement iSM-Math (iReady Standards Mastery)



Date 5/31/2018



Resources Available

30-minute intervention block built into daily math to ensure students will not miss core instruction in math. Talks Moves PD, Turn & Talk protocols, weekly 45 minutes data team meetings.



Resources Needed

0



Responsible

E'Braune Crowder, Melisa Walley, Lauryn Cross (3rd grade team), Ariel Becker (instructional coach), administration

GOAL: Decrease 4th grade EL students that are below grade level on standard 4.OA.A3 from 0/18 to 8/18.

Students will be able to create and solve multi-step problems with whole numbers using the four operations, including the interpretation of remainders. They will be able to represent these problems using equations in which a variable represents an unknown quality.



GRADE

4



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

English Learners

Action Step

Teacher will pre-teach academic vocabulary words pertaining to this standard. Vocabulary/visual supports will include: multiple, factor, product, array, area model, equal groups, divisor, quotient, dividend, sum, and difference.

Action Step

Reteach concepts from core instruction based on daily common formative assessment 3 times a week for up to 15 minutes in a small, flexible group.

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

 **Date** 5/31/2019

Resources Available

30-minute intervention block built into daily math to ensure students will not miss core instruction in math. Talks Moves PD, Turn & Talk protocols, weekly 45 minutes data team meetings, OSPI EL coach

Resources Needed

0

Responsible

George Kinney, Liliya Petrovskaya, Karleen Clifton (4th grade team), Ariel Becker (instructional coach), administration

GOAL: Math IAB Fractions go from 0% on/above grade level to 67% on or above grade level (6 out of 9 students).

Students will be using all 4 operations with fractions as well as mixed numbers and improper fractions and solving multi-step story problems.



GRADE

5



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions



GROUP


English Learners

➔ Action Step

Use Common Core Companion to teach domain specific vocabulary words. We will teach the following words whole group and then expect students to use them when talking about their work. We will reinforce these vocabulary words in small group.

➔ Action Step

Targeted daily instruction using exit tickets to drive instruction and small groups. We will look at the CAP students' exit tickets and determine if they need to be pulled for further remediation.

 **Measurement** IAB Math (Interim Assessment Blocks)

 **Date** 5/31/2019

Resources Available

30-minute intervention block built into daily math to ensure students will not miss core instruction in math. Talks Moves PD, Turn & Talk protocols, weekly 45 minutes data team meetings.

Resources Needed

0

 **Responsible**

Averyl Lundquist, Donovan Schreiner, Nadia Coughran (5th grade team), Ariel Becker (instructional coach), administration