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.

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.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEVEL</th>
<th>AREA OF FOCUS</th>
<th>GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>Reading</td>
<td>English Learners</td>
</tr>
</tbody>
</table>

**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.RI.4) will focus on reading informational texts and determining the meaning of general academic and domain specific words and phrases

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, Avery 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.

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.

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.

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.

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.

**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 Edenholm, 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.

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.

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.

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.RI.4) will focus on reading informational texts and determining the meaning of general academic and domain specific words and phrases.

**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, Avery 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.

**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.

**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.

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.

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.

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.

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