GOAL: 66% of SE, and EL students will be proficient at 3.RL.2, RL.3 & RL.9

RL.2-Recount stories and determine central message through key details RL.3-Describe characters and explain how actions contribute to sequence of events RL.9-Compare/contrast theme by same author

Action Step
reading/strategy group with classroom teacher twice a week. Students will receive targeted support with EL teachers, special education teacher daily around the same goals. Weekly PLC process connected to CAP plan.

Action Step
In weekly PLCs, classroom teachers will use ongoing formative assessment data and data from iReady Standards Mastery to adjust instruction. Schoolwide A-Team progress monitoring will focus on students supported by CAP

Measurement
iSM-Reading (iReady Standards Mastery)

Date 4/12/2019

Resources Available
Weekly formative assessments to monitor progress, data from and collaboration with appropriate Interventionist(s), leveled book for small group instruction, Common Formative Assessments, EL Intervention resource, online resources like IXL, and K-3 support. ATeam, PLCs, Late Starts, Education Galaxy

Resources Needed
Having a bank of formative assessments connected to priority standards. Ongoing support with writing high-quality formative assessments, and analyzing student work.

Responsible
NET 3rd grade team--Mark Hoyle and Martha Peterson and Interventionist team
GOAL: 70% of students receiving Special Education and EL supports will be able to get to the Tier 2 and Tier 3 of RI.9 ISM.

RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Action Step
Small groups and intervention will focus on this standard across EL, SPED, and whole group classes.

Action Step
PLC’s will focus on RI.9 independent task cards and standards mastery data. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP

Measurement
iSM-Reading (iReady Standards Mastery)

Date
4/12/2019

Resources Available
Task cards, daily writing, reading and discussion, small group intervention, book room leveled readers, ATeam progress monitoring, weekly PLC time, Late Start professional development time

Resources Needed
Having a bank of formative assessments connected to priority standards.

Responsible
EL teacher, Special Education teacher, Mrs. Housman, and Mrs. Allison, and para-educators leading intervention groups.
GOAL: Decrease the percentage of students receiving Special Education and EL supports in level 1 Reading from 67% to 52% on RI9

Students will gain a deeper understanding of theme by comparing stories in the same genre.

Action Step
Students will participate in pull out intervention in the learning resource center or the ELL classroom, as well as small group instruction in the general ed classroom using text at their reading level. Students will read and analyze text in order to infer, identify the most important

Action Step
Use the standards, questions stems, data to drive this work. Create, monitor and progress monitor small groups based on needs and meet with every one of your students using high level questions and text. Plan to meet students during intervention to grow your Green.

Measurement
iReady-Reading (iReady Universal Screener)

Date 4/12/2019

Resources Available
Leveled readers, IXL, teacher created materials, NEWSELA, Read Works, Comprehension Toolkit, Reading Street passages, novel sets, online listening to reading such as RazKids

Resources Needed
IXL membership, RAZ Kids, Having a bank of formative assessments connected to priority standards.

Responsible
Don Haase, Jamie Clever, Patrick Cho, intervention team
GOAL: 60% of EL and SpEd students will determine: area and perimeter of polygons and fraction equivalency

3.MD.D.8-Polygons, Perimeter and Area 3.NF.A.3-Explore Fractions

Action Step
At least twice a week, in addition to daily core instruction, students will participate in a guided math intervention group with classroom teacher.

Action Step
PLC's will focus on 3.MD.D.8 and 3.NF.A.3 through standards mastery data. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP.

Measurement
iSM-Math (iReady Standards Mastery)

Date 4/12/2019

Resources Available
Engage NY Curriculum; Splash Math online resource; math skills games; hands-on manipulatives

Resources Needed
More tablets and devices for small group work; Math PLC time; Math Intervention support. Having a bank of formative assessments connected to priority standards.

Responsible
3rd grade teachers--Mark Hoyle and Martha Peterson and Interventionist team
GOAL: 70% of the identified student group will score 75% or higher on the unit 7 (fractions and decimals) summative unit exam.

We will focus on the priority standard 4.NF.A.2 comparing fractions with two different numerators and denominators.

Action Step
Whole group, small group (as needed based on exit tickets weekly), 1-on-1 and independent work during intervention times.

Action Step
PLC's will focus on developing independent work and whole group instruction for the priority standards. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP

Measurement
SBA-Math (Smarter Balanced Assessment)

Date
4/12/2019

Resources Available
Math Expressions pacing guide, Engage NY units and exit tickets, multiplication fact practice and strategies, math studio, math standard binders

Resources Needed
Having a bank of formative assessments connected to priority standards.

Responsible
Mrs. Housman, Mrs. Allison
GOAL: Decrease the percentage of students receiving Special Education and ELL supports in level 1 math from 80% to 65%.

Students will compose and decompose numbers 11-19 (teen numbers) into ten and some ones and record each composition or decomposition by a drawing or equation.

Action Step
Daily whole groups lessons, small group assistance and reinforcement, pull out small group intervention.

Action Step
Utilize on-line resources daily such as IXL to aid in independent practice to target gaps in understanding based on assessment data. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP

Measurement
iReady-Math (iReady Universal Screener)

Date
4/12/2019

Resources Available
Math Expressions, Engage NY, Teacher created materials, IXL, Prodigy, Sumdog, Freckle

Resources Needed
Continue small group support from intervention team. Having a bank of formative assessments connected to priority standards.

Responsible
Patrick Cho, Jamie Clever, Don Haase, Intervention team
GOAL: 80% of students receiving ELL supports will be able to ask and answer questions about a complex text with prompt and support. (RI 1)

Action Step
Students will receive whole group and small group instruction using Cloze statements and question stems to discover ways to ask and answer questions.

Action Step
Students classified as ELL will receive a guided language and literacy group at their instructional reading group 4 times a week. Students will be progress monitored monthly using ESGI and CFAs. Collaborate with interventionists during A-Team progress monitoring.

Measurement
CFA (Common Formative Assessment)

Date
4/12/2019

Resources Available
Fountas and Pinnell Phonics, Spelling, and Word Study kit, Comprehension Toolkit, Okapi big books. Guided reading books, Graphic organizers

Resources Needed
Having a bank of formative assessments connected to priority standards.

Responsible
GOAL: By April, 75% of ELL and SPED students will explain fiction and non-fiction and read 200 words.

Teacher PLCs will write their Student Growth Goal and descriptions. Students will set their own growth goal for sight word achievement.

Action Step
Students will receive support in Guided Reading groups, mini lessons, anchor charts, classroom volunteers, and one-to-one conferences. Weekly PLC process connected to CAP plan.

Action Step
Students receiving ELL supports are double dipped 4 times a week in a guided literacy and language group at their instructional reading level. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP.

Measurement
CFA (Common Formative Assessment)

Date 4/12/2019

Resources Available
Tool Kit, vocabulary cards, Flash cards, family sight words lists, leveled books, Anchor Charts, Informational Posters from Tool Kit

Resources Needed
Vocabulary card- Kelly is printing from printshop

Responsible
1st grade team, SPED teachers, ELL teachers, Interventionists, printing and graphics
GOAL: Move 50% of LRC and ELL students up one level on RI.9: compare and contrast the most important points of two texts on the same topic.

Students will compare and contrast the most important points of two texts with the same topic by referencing facts from the text using facts from the text. RI.8

**Action Step**
Students will participate in a guided reading/strategy group with classroom teacher twice a week. Students will receive targeted support with EL teachers, special education teacher daily around the same goals. Weekly PLC process connected to CAP plan.

**Action Step**
Teacher will focus small group instruction around the progression to mastery for standard RI.8 and RI.6. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP

**Measurement**
CFA (Common Formative Assessment)

**Date**
4/12/2019

**Resources Available**
Small group instruction, 1:1 conferring, independent work, classroom formative assessments, double dip instruction for EL students

**Resources Needed**
two texts to use for CSA? Life Cycle of a Pumpkin, Life Cycle of Frogs?

**Responsible**
Adams, Bream, Griffith
GOAL: 66% of SE, and EL students will be proficient at 3.RL.2, RL.3 & RL.9

RL.2-Recount stories and determine central message through key details RL.3-Describe characters and explain how actions contribute to sequence of events RL.9-Compare/contrast theme by same author

Action Step
Students will participate in a guided reading/strategy group with classroom teacher twice a week. Students will receive targeted support with EL teachers, special education teacher daily around the same goals. Weekly PLC process connected to CAP plan.

Action Step
In weekly PLCs, classroom teachers will use ongoing formative assessment data and data from iReady Standards Mastery to adjust instruction. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP.

Measurement
iSM-Reading (iReady Standards Mastery)

Date
4/12/2019

Resources Available
Weekly formative assessments to monitor progress, data from and collaboration with appropriate Intervention(s), leveled book for small group instruction, Common Formative Assessments, EL Intervention resource, online resources like IXL, and K-3 support. ATeam, PLCs, Late Starts, Education Galaxy

Resources Needed
Having a bank of formative assessments connected to priority standards. Ongoing support with writing high-quality formative assessments, and analyzing student work.

Responsible
NET 3rd grade team--Mark Hoyle and Martha Peterson and Interventionist team
GOAL: 70% of students receiving Special Education and EL supports will be able to get to the Tier 2 and Tier 3 of RI.9 ISM.

RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Action Step
Small groups and intervention will focus on this standard across ELL, SPED, and whole group classes. Weekly PLC process connected to CAP plan.

Action Step
PLC's will focus on RI.9 independent task cards and standards mastery data. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP.

Measurement  
ISM-Reading (iReady Standards Mastery)

Date  
4/12/2019

Resources Available
Task cards, daily writing, reading and discussion, small group intervention, book room leveled readers, ATeam progress monitoring, weekly PLC time, Late Start professional development time

Resources Needed
Having a bank of formative assessments connected to priority standards.

Responsible
ELL teacher, Special Education teacher, Mrs. Housman, and Mrs. Allison, and para-educators leading intervention groups.
GOAL: Decrease the percentage of students receiving Special Education and ELL supports in level 1 Reading from 67% to 52% on RI.9 and RI.6

Students will gain a deeper understanding of theme by comparing stories in the same genre.

Action Step
Students will participate in pull out intervention in the learning resource center or the ELL classroom, as well as small group instruction in the general ed classroom using text at their reading level. Students will read and analyze text in order to infer, identify the most important

Action Step
Use the standards, questions stems, data to drive this work. Create, monitor and progress monitor small groups based on needs and meet with every one of your students using high level questions and text. Plan to meet students during intervention to grow your Green.

Measurement
iReady-Math (iReady Universal Screener)

Date 4/12/2019

Resources Available
Leveled readers, IXL, teacher created materials, NEWSELA, Read Works, Comprehension Toolkit, Reading Street passages, novel sets, online listening to reading such as RazKids

Resources Needed
IXL membership, RAZ Kids, Having a bank of formative assessments connected to priority standards.

Responsible
Don Haase, Jamie Clever, Patrick Cho, intervention team
GOAL: 75% of students receiving ELL services will be able to represent addition and subtraction within 5 (OA.1)

Students will show understanding of addition and subtraction within five using objects, fingers, drawings, sounds, verbal, expressions, and equations.

Action Step
Weekly whole group instruction including a focus on math vocabulary and sentence frames to support academic discussion around math.

Action Step
Weekly small group instruction and individual practice. Progress monitoring will be ongoing to drive whole and small group instruction. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP.

Measurement
CFA (Common Formative Assessment)

Date 4/12/2019

Resources Available
Math Expressions, Engage NY, Math language tasks

Resources Needed
Math manipulatives. Having a bank of formative assessments connected to priority standards.

Responsible
Kindergarten team
GOAL: Uses addition and sub. within 20 to solve word problems. 75% of ELL and Sped students will score 75% or better on the unit post test.

Teacher PLCs will write their Student Growth Goal and descriptions

**GRADE** 1  **LEVEL** 2  **AREA OF FOCUS** Operations & Algebraic Thinking  **GROUP** English Learners & Special Education

**Action Step**
Whole group instruction and provide small group support. Pretest to assess prior knowledge.

**Action Step**
Pretest to assess prior knowledge. Post test to see growth. All problems will be read out loud to students. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP

**Measurement**
CFA (Common Formative Assessment)

**Date**  4/12/2019

**Resources Available**
Post tests, homework, teacher manual, manipulatives, SMART board, success criteria for solving word problems

**Resources Needed**
Having a bank of formative assessments connected to priority standards.

**Responsible**
1st grade team, SPED teachers, ELL teachers, interventionists
GOAL: Move 60% of students receiving ELL and Special Education support from Limited Understanding to Some or Partial Understanding on standard MD.B.5

Students will use addition and subtraction to solve word problems of lengths in the same unit.

Action Step
Whole group instruction, small group instruction, and 1 on 1 conferences.

Action Step
Use manipulatives for daily work and math games to reinforce concepts. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP.

Measurement CBA (Classroom-Based Assessment - developed by Washington’s OSPI)
Date 4/12/2019
Resources Available Math Expressions, manipulatives, Unit 3 CFAs

Resources Needed
Having a bank of formative assessments connected to priority standards.

Responsible
2nd grade team
GOAL: 60% of EL and SpEd students will determine: area and perimeter of polygons and fraction equivalency

3.MD.D.8-Polygons, Perimeter and Area 3.NF.A.3-Explore Fractions

Action Step
At least twice a week, in addition to daily core instruction, students will participate in a guided math intervention group with classroom teacher.

Action Step
PLC’s will focus on 3.MD.D.8 and 3.NF.A.3 through standards mastery data. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP

Measurement
iSM-Math (iReady Standards Mastery)

Date 4/12/2019

Resources Available
Engage NY Curriculum; Splash Math online resource; math skills games; hands-on manipulatives

Resources Needed
More tablets and devices for small group work; Math PLC time; Math Intervention support. Having a bank of formative assessments connected to priority standards.

Responsible
3rd grade teachers—Mark Hoyle and Martha Peterson and Interventionist team
GOAL: 70% of the identified student group will score 75% or higher on the unit 7 (fractions and decimals) summative unit exam.

We will focus on the priority standard 4.NF.A.2 comparing fractions with two different numerators and denominators.

Action Step
Whole group, small group (as needed based on exit tickets weekly), 1-on-1 and independent work during intervention times.

Action Step
PLC’s will focus on developing independent work and whole group instruction for the priority standards. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP.

Measurement
CBA (Classroom-Based Assessment - developed by Washington’s OSPI)

Date
4/12/2019

Resources Available
Math Expressions pacing guide, Engage NY units and exit tickets, multiplication fact practice and strategies, math studio, math standard binders

Resources Needed
Having a bank of formative assessments connected to priority standards.

Responsible
Mrs. Housman, Mrs. Allison
GOAL: Decrease the percentage of students receiving Special Education and ELL supports in level 1 math from 80% to 65%.

Students will shift from a focus on numbers and operations to concentrating on algebraic thinking. They will progress from solving simple equations to writing their own equations when given real world problems.

**Action Step**

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**Action Step**

Utilize on-line resources daily such as IXL to aid in independent practice to target gaps in understanding based on assessment data. Collaborate with interventionists during A-Team progress monitoring to specifically focus on students supported by CAP

**Measurement**  iReady-Math (iReady Universal Screener)

**Date**  4/12/2019

**Resources Available**

Math Expressions, Engage NY, Teacher created materials, IXL, Prodigy, Sumdog, Freckle

**Resources Needed**

IXL class memberships. Having a bank of formative assessments connected to priority standards.

**Responsible**

Patrick Cho, Don Haase, Jamie Clever, intervention team