

Reed Elementary

# Continuous Achievement Plan

2018-19 | Q2

At Jennie Reed we educate, empower, and inspire global citizens in partnership with families and students. We provide a welcoming, nurturing and safe environment that celebrates our rich diversity. We balance high academic expectations with social responsibility to inspire all learners to become independent actively engaged and reflective thinkers.

# GOAL: 50% will increase by one level in describing relationships between ideas in informational text (RI.3.3).

Hispanic students showed lower comprehension in informational text on iReady in informational text in January 2019.



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Hispanic

## → Action Step

In guided reading groups students will practice to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

## → Action Step

ELA focus with instruction in the area of vocabulary/word meaning to understand ideas, especially "cause and effect" and "sequence of events". Students will have exit slips with targeted feedback and goal setting for next lesson 5 days a week .



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



**Date** End of Trimester 3



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, PD architecture in guided reading and 1:1 conferring, and continued support from C&I.



**Responsible**

Stacy Amsden, Kristen Wormley, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan

## GOAL: RI.4.2 – Increase by one level 6 out of the 11 Hispanic below grade level students in determining main idea of informational texts with key details.

Latino students will increase their performance in claim 2 of finding a central idea by supporting them in claims 1 and 3, using key details and determining word meanings.



GRADE

4



LEVEL

1



AREA OF FOCUS

Speaking and Listening



GROUP

Other/Multiracial

### ➔ Action Step

Use small groups and intervention times to focus on determining theme and check in 1:1 with students in this group on a near-daily basis to determine growth and re-teach with formative assessment.

### ➔ Action Step

Increase direct vocabulary instruction.



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



**Date** 6/7/2019



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, PD architecture in guided reading and 1:1 conferring, and continued support from C&I.



**Responsible**

Bryan Bissell, Britney Ciolek, James Hildibrand, Abby Sloan, Jeanette Erikson, Ngoma Howard, Lisa Hensler

# GOAL: RI5.3 - Decrease 5 of the 18 hispanic students in level 2 in explaining events in historical context and summarising.

AA students were the largest group not passing the ELA SBA in the area of reading.



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American

## ➔ Action Step

Students will be assessed and put in to dynamic groups that change in response to data checked every two weeks and driven by daily exit slips where teachers are responsive that day and students are given tasks daily to be practiced in their independent time.

## ➔ Action Step

ELA framework focus with whole group, small group, and 1:1 instruction, exit slips daily, with targeted feedback and goal setting for next lesson.



**Measurement** iReady Growth Monitoring Reading



**Date** End of Trimester 2



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, PD architecture in guided reading and 1:1 conferring, and continued support from C&I.



**Responsible**

James Hildibrand, Kim Nichols, Sandra Woods, Abby Sloan, Jeanette Erickson, Ngoma Howard, Roy Tatlonghari

# GOAL: 5 of the 19 students currently working at a level 2 will move to a level 3 on standard 3.OA.C.7 - Fluently multiply and divide with 100

5 of the 19 students will move from a level 2 to a level 3 on standard 3.OA.C.7



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and  
Procedures



GROUP

African American

## → Action Step

Direct instruction that includes I do, we do, and you do. Partner work that includes math discussion; explain strategies use to solve the problem. Ask partner about their strategy. Share strategies with whole class; check for understanding throughout lesson.

## → Action Step

Immediate feedback given daily in response to exit slip and goals set for the next lesson and explicit content vocabulary taught. Teachers will use their identified and declared SMP daily in math within whole group, small group, and 1:1 feedback conferences daily.



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



**Date** End of grading period



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, PD in the architecture of select and sequence and student talk protocols and continued support from C&I.



**Responsible**

Stacy Amsden, Kristen Wormley, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: NBTB.6 - Increase one level for 7 of the 11 African American below grade level-students in division and finding whole number quotients.

Students will utilize multiple strategies to find whole number quotients .



GRADE

4



LEVEL

2



AREA OF FOCUS

Concepts and  
Procedures



GROUP


African American


## ➔ Action Step

Utilize daily small group time to work with approaching students on procedural fluency. Check in with group weekly and do a deep dive on exit tickets.

## ➔ Action Step

Use assessment data to give specialized individual practice and follow up 1:1.

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

 **Date** end of grading period

**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.

**Resources Needed**

Support for studio, PD in the architecture of select and sequence and student talk protocols and continued support from C&I.

 **Responsible**

Bryan Bissell, Britney Ciolek, James Hildibrand, Abby Sloan, Jeanette Erickson, Ngoma Howard, Lisa Hensler

# GOAL: Increase our AA students from 5% to 65% on standard 5.NF.4b area of a rectangle with fractional side lengths by using fraction tiles.

African American students will learn vocabulary that relates to fractions. African American students will work in small groups to learn factors in order to calculate an area of a rectangle with fractional side lengths by using fraction tiles.



GRADE

5



LEVEL

1



AREA OF FOCUS

Concepts and  
Procedures

GROUP


African American


## ➔ Action Step

Students will be able to convert unlike denominators in order to add and subtract fractions.

## ➔ Action Step

Students will learn how to find the common denominator for unlike fractions in order to add and subtract.

 **Measurement** CFA (Common Formative Assessment)

 **Date** end of grading period

**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.

**Resources Needed**

Support for studio, PD in the architecture of select and sequence and student talk protocols and continued support from C&I.

 **Responsible**

James Hildibrand, Kim Nichols, Sandra Woods, Abby Sloan, Jeanette Erickson, Ngoma Howard, Roy Tatlonghari

# GOAL: RF.K.3c: Read common high-frequency words by sight

All English Language Learners will progress from reading 5 or fewer high-frequency sight words to 30 or more high-frequency sight words from the TSI list by the closure of this reporting period.



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Foundational  
Skills

GROUP

English Learners

## → Action Step

mini sight word books focused on 1 sight word, Sight word lists books for home practice and 1-to-1 practice with teacher, students building sentences and then putting words on word wall, easy readers, word family readers

## → Action Step

Goble- Alessandro; Hautala- Yuri, Allison, Andy, Elijah, Jonny; Almond- Kevin, Jaylah, Ruben, Ashley, Danny, Samantha



**Measurement** CFA (Common Formative Assessment)



**Date** end of grading period



**Resources Available**

TSI Sight Word Lists, Big Books, Alphabet Readers, Easy Readers, individual sight word pages, and leveled readers



**Resources Needed**

none at this time



**Responsible**

Sara Goble, Sammy Almond, Jana Hautala, Grace Gismervik, Booker Crawford, Teresa Brady, Tatyana Turlak, Sarah Clark, Edwin Craig, Michael Klaport, Ngoma Howard, Abby Sloan



# GOAL: 4 of 7 1st grade EL students currently at level 1 or 2 at independently read with accuracy & fluency to support comp. will move up 1 level. (RF.1.4)

Our EL students have been struggling to independently read with sufficient accuracy and fluency to support comprehension will move up one level measured by DRA, iReady, exit tickets and guided reading.



GRADE

1



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

English Learners

## ➔ Action Step

Meet with students daily in small groups for targeted instruction (including: picture cues, beginning letter sounds, context etc.) in either shared, guided, or independent reading. Modeling with picture cues and sentence stems.

## ➔ Action Step

Increase number of Frye words EL students know by 25% or by 20 words by the end of trimester. Practice will include: games, independent/shared practice, and small group time.



**Measurement** DRA (Developmental Reading Assessment)



**Date** End of grading period



**Resources Available**

iReady diagnostic, shared reading books, leveled guided reading books, RAZ kids, word work/word sorts, sight word games.



**Resources Needed**

Easel, reading A-Z books in color for students to take home.



**Responsible**

Rebecca Myers, Jennifer Taylor, Amanda Moss, Melissa Barnes, Tatyana Turlak, Edwin Craig, Gary Goldstein, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: 100% of hispanic students will be able to identify the main idea of a nonfiction text (RI.2.2/RI.2.6) and grow from a level 1/ level 2 to level 3.

Students will be able to identify the main idea of a non fiction text and articulate what the author wants the reader to know. (RI.2.2/2.6)



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

Hispanic

## ➔ Action Step

Guided reading groups use graphic organizers paired with informational texts to focus on identifying the main idea. More of a visual/pictorial focus within the graphic organizer for our EL students.

## ➔ Action Step

EL Strategies to support Main Idea/Key Details including a focus on academic vocabulary with visuals & movements. Picture/word sorts to support understanding of Main idea & Key details.



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



**Date** End of grading period



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, PD architecture in guided reading and 1:1 conferring, and continued support from C&I.



**Responsible**

Suzie Rosenthal, Brooke Howe, Lance Sakai, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: 50% will increase by one level in distinguishing the points of view those characters (RL.3.6), as measured by ISMs/iReady and daily exit slips.

Hispanic students showed lower comprehension in literary text on iReady in January 2019.



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading Literature



GROUP

Hispanic

## → Action Step

In guided reading groups students will practice to distinguish their own point of view from that of the narrator or those of the characters.

## → Action Step

ELA focus with instruction in the area of vocabulary/word meaning to understand ideas, especially "point of view" and "text evidence". Students will have exit slips with targeted feedback and goal setting for next lesson 5 days a week .



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



**Date** End of grading period



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, PD architecture in guided reading and 1:1 conferring, and continued support from C&I.



**Responsible**

Kristen Wormley, Stacy Amsden, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: Increase by one level 6 out of the 11 Hispanic below grade level students in determining main idea of informational texts with key details. RI.4.2

Latino students will increase their performance in claim 2 of finding a central idea by supporting them in claims 1 and 3, using key details and determining word meanings.



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

Hispanic

## ➔ Action Step

Use small groups and intervention times to focus on determining theme and check in 1:1 with students in this group on a near-daily basis to determine growth and re-teach with formative assessment.

## ➔ Action Step

Increase direct vocabulary instruction.



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



**Date** End of grading period



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, PD architecture in guided reading and 1:1 conferring, and continued support from C&I.



**Responsible**

Bryan Bissell, Britney Ciolek, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: RL5.3 Increase AA and Hispanic students from 10% to 65% on compare and contrast two or more...

18 Hispanic students showed not meeting standard in the area of compare and contrast character, setting and plot



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Informational  
Text



GROUP

Hispanic &  
African American

## ➔ Action Step

Students will be assessed and put in to dynamic groups that change in response to data checked every two weeks and driven by daily exit slips where teachers are responsive that day.

## ➔ Action Step

ELA framework focus with whole group, small group, and 1:1 instruction, exit slips daily, with targeted feedback and goal setting for next lesson. Focus in second dose instruction within intervention.

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

**Date** End of grading period

**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.

**Resources Needed**

Support for studio, PD architecture in guided reading and 1:1 conferring, and continued support from C&I.

**Responsible**

James Hildibrand, Kim Nichols, Sandra Woods, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: K.OA.A.5: K ELL at a level 1 will move to level 3 when they fluently add and subtract within 5 by the end of trimester 3

Kindergarten English Language Learners will progress from 0% fluently adding and subtracting within 5 to 80% fluently adding and subtracting within 5 by the closure of this reporting period.



GRADE

K



LEVEL

1



AREA OF FOCUS

Operations & Algebraic Thinking



GROUP

English Learners

## ➔ Action Step

access to tangible manipulatives, partners practice, fingers +/- practice, +/- songs, calendar math, +/- math pages, +/- poems, +/- in journal, +/- color sheets, drops in a bucket

## ➔ Action Step

Goble- Alessandro; Hautala- Yuri, Allison, Andy, Elijah, Jonny; Almond- Kevin, Jaylah, Ruben, Ashley, Danny, Samantha



**Measurement** CFA (Common Formative Assessment)



**Date** end of grading period



**Resources Available**

iReady assessment data, Math Expressions class activities and assessments, multisensory geometry centers, scavenger hunts, project-based learning and problem-solving opportunities, weekly data team collaboration to continue work around common language and high yield strategies.



**Resources Needed**

Continued support from C&I



**Responsible**

Sara Goble, Sammy Almond, Jana Hautala, Grace Gismervik, Booker Crawford, Tatyana Turlak, Michael Klaport, Sarah Clark, Edwin Craig, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: 4 of 7 1st grade EL students level 1 or 2 using addition/subtration within 20 to solve word problems with unknowns in all postions will move 1 level.

7 of our first grade EL students are performing below grade level using addition and subtraction to solve world problems with unknowns within 20 based on exit tickets, iReady and small group instruction.



GRADE

1



LEVEL

1



AREA OF FOCUS

Operations & Algebraic Thinking



GROUP

English Learners

## ➔ Action Step

Explicitly teach RDW (Read, Draw, Write) method for students when working with story problems. Add sentence stem scaffolds for problems.

## ➔ Action Step

Use numberline as an anchor for solving word problems with unknowns.



**Measurement** CFA (Common Formative Assessment)



**Date** End of grading period



**Resources Available**

Numberlines, math manipulatives, whiteboards, math games



**Resources Needed**

whiteboard markers



**Responsible**

Rebecca Myers, Jennifer Taylor, Amanda Moss, Mike Klaport, Sarah Clark, Miss Reese, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: Decrease 19 of the (19) AA students in level 1 or 2 in place value and place value representation.

AA students scored under standard for understanding place value on our modular 3 pretest.



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations  
in base 10



GROUP

African American

## → Action Step

Interventions will include templates with math manipulatives (base ten blocks); use graph paper vs. regular paper to see place value columns more clearly, have students orally share their mathematical thinking/understanding (encourage math talk in small groups)

## → Action Step

Immediate feedback given daily in response to exit slip and goals set for the next lesson and explicit content vocabulary taught. Teachers will use their identified and declared SMP daily in math within whole group, small group, and 1:1 feedback conferences.



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



**Date** End of grading period



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, and continued support from C&I.



**Responsible**

Suzie Rosenthal, Brooke Howe, Lance Sakai, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan



# GOAL: 8 of the 19 African American students currently working at a level 1 will move to a level 2 on Standard 3.OA.A.3

Word problems require multiple steps and operations; students will use RDW as a strategy to help them work through the story problem



GRADE

3



LEVEL

2



AREA OF FOCUS

Operations & Algebraic  
Thinking

GROUP

African American

## Action Step

Check for understanding throughout entire lesson. Share strategies with class, and partners. Discussion about strategies throughout the entire lesson; what we did and why, analyze eachothers strategies. Visuals anchor charts, posters, and manipulatives.

## Action Step

Immediate feedback given daily in response to exit slip and goals set for the next lesson and explicit content vocabulary taught. Teachers will use their identified and declared SMP daily in math within whole group, small group, and 1:1 feedback conferences.



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



**Date** End of grading period



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, and continued support from C&I.



**Responsible**

Kristen Wormley, Stacy Amsden, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: Increase one level for 7 of the 11 African American below grade level-students in division and finding whole number quotients. NBTB.6

Students will utilize multiple strategies to find whole number quotients .



GRADE

4



LEVEL

2



AREA OF FOCUS

Number and operations  
in base 10



GROUP


African American


## ➔ Action Step

Utilize daily small group time to work with approaching students on procedural fluency. Check in with group weekly and do a deep dive on exit tickets.

## ➔ Action Step

Use assessment data to give specialized individual practice and follow up 1:1.

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

 **Date** end of grading period

**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.

**Resources Needed**

Support for studio, and continued support from C&I.

 **Responsible**

Bryan Bissell, Britney Ciolek, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan

# GOAL: 60% or higher of A.A students will understand how to convert between fractions and decimals (NFB7).

24% of AA students understand how to convert between fractions and decimals as measured by RC data from trimester 1 grading period.



GRADE

5



LEVEL

1



AREA OF FOCUS

Number and Operations  
Fractions



GROUP

Hispanic &  
African American

## ➔ Action Step

Introduce students talk protocols that transcend each grade level, CBA included in every lesson and no erasing to value the process. Teachers will instruct in identifying factors and multiples of a number within 100 daily in small group.

## ➔ Action Step

Immediate feedback given daily in response to exit slip and goals set for the next lesson and explicit content vocabulary taught. Teachers will use their identified and declared SMP daily in math within whole group, small group, and 1:1 feedback conferences. Intervention groups are a second dose.



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



**Date** end of grading period



**Resources Available**

iReady, building coach, power BI, intervention schedule, weekly data teams, work over the last two years around common language and high yield strategies.



**Resources Needed**

Support for studio, and continued support from C&I.



**Responsible**

James Hildibrand, Kim Nichols, Sandra Woods, Leann Smith, Tatyana Turlak, ELL teacher, Jeanette Erickson, Ngoma Howard, Abby Sloan