Skyline Skyhawks will soar to success this school year by being responsible, respectful, and safe. Skyline provides an education that respects each student's dignity and offers multiple opportunities for learning experiences. Working in partnership with parents and the community, Skyline promotes success for all students. Our goal is to provide a safe, predictable learning environment for all students to become risktakers in their education. Students will become experts in digital learning as teachers incorporate technology tools into their instruction.
GOAL: Shift 1 of the 3 white students in level 2 to level 3 for Reading (Claim 1) based on 3.RI.9.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and pull out key details.

Action Step
Students will be given a text to discuss and answer questions using text evidence during small group twice a week. Exit slips will be used to monitor progress.

Action Step
Students will determine the central message, lesson or moral of the story and independently record their answers during small group or 1:1. twice a week. Teachers will monitor their written answers 2x a week.

Measurement  iSM-Reading (iReady Standards Mastery)

Date  4/19/2019

Resources Available
Interventionists, Paras, Literacy Continuum, Leveled Bookroom books, Comprehension Toolkits, i-Ready Instruction, Literacy Framework

Resources Needed
Planning time for staff to use data and plan next steps.

Responsible
Lynne Reder, Latanya Jaeger, Michelle Leingang, Stephanie Lawrence, Interventionists, IC
GOAL: Decrease the percentage of white students in level 2 for Reading (Claim 1) from 11 to 7 using the priority standard 4.RL.2.

Determine a theme of a story, drama, or poem from details in the text. Summarize the text.

Action Step
Students will be given a text to discuss and answer questions using text evidence during small group twice a week. Exit slips will be used to monitor progress.

Action Step
Students will determine the central message, lesson or moral of the story and independently record their answers during small group or 1:1. twice a week. Teachers will monitor their written answers 2x a week.

Measurement  iSM-Reading (iReady Standards Mastery)
Date        4/19/2019
Resources Available
- Interventionists, Paras, Literacy Continuum, Leveled Bookroom books, Comprehension Toolkits, i-Ready Instruction, Literacy Framework

Resources Needed
0

Responsible
Lynne Reder, Latanya Jaeger, Michelle Leingang, Stephanie Lawrence, Interventionists, IC
GOAL: Shift 4 of the 6 white students from grade level 4 to grade 5 Reading Literature text on iReady.

Determine theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges, summarize the text.

**Action Step**

RL 5.2 RL5.6 Students will determine theme and summarize text based on literature in a small group 2x a week. Students will summarize a poem and describe narrator’s or speaker’s point of view. CFAs and exit slip will be used to monitor.

**Action Step**

RL 4 Small group instruction using poetry and figurative language 2x a week to teach students to determine meaning of words and phrases, including figurative language. CFAs will also be done.

**Measurement**

iSM-Reading (iReady Standards Mastery)

**Date**

4/19/2019

**Resources Available**

Interventionists, Paras, Literacy Continuum, Leveled Bookroom books, Comprehension Toolkits, i-Ready Instruction, CCC, Literacy Framework

**Resources Needed**

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**Responsible**

Lara Henricksen, Margaret Nelson, Sunshine DeGennaro, IC
GOAL: Decrease the percentage of students who are Approaching grade level on i-Ready Math from 7 to 4 based on 3.MD.7

This standard asks students to understand concepts of area and relate area to multiplication and to addition. 3.MD.7, 3.MD.8

Action Step
Students will be given an area word problem to discuss and solve using the Read, Draw, Write (RDW) strategy in small flexible groups as needed. Exit slips will be used to monitor progress.

Action Step
Students will be given a perimeter word problem to discuss and solve using the RDW strategy, using 1:1 conferring as needed. Whiteboards and markers will be used to monitor progress.

Measurement  
iSM-Math (iReady Standards Mastery)

Date  4/19/2019

Resources Available
Mathematics Teaching Practices, Curriculum Map, CCC, Math Planning Tool, Grid Paper

Resources Needed
PD to support Math Framework Implementation

Responsible
Lynne Reder, Latanya Jaeger, Michelle Leingang, Stephanie Lawrence, IC
GOAL: Decrease the percentage of White students in Level 2 in modeling and Data Analysis (Claim 1) from 7 to 4.

Students will use four operations to solve word problems involving distance, intervals of time, liquid volumes, mass, and money using diagrams.

Action Step
Students will use strategies when given a word problem to discuss and solve using the RWD strategy during a small group that will meet 2x a week. MD.3

Action Step
Students will be able to use the CUBS strategy to decode a math word problem during 1:1 conferring.

Measurement  iSM-Math (iReady Standards Mastery)
Date  4/19/2019
Resources Available
  Mathematics Teaching Practices, Curriculum Map, CCC, Math Planning Tool, Instructional Coach

Resources Needed
PD to support Math Framework Implementation

Responsible
Lynne Reder, Latanya Jaeger, Michelle Leingang, Stephanie Lawrence
GOAL: Shift 4 of 8 students in Level 2 for Math Concepts & Procedures (Claim 1) to level 3 on i-Ready Numbers & Operations.

5.NBT.A.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

Action Step
5.MD.C.3    Small groups 2x a week to focus on relating volume to multiplication and addition and solve real world problems involving volume. Exit slips and CFAs will be used to monitor progress.

Action Step
5.MD.C.3    Students will recognize volume as an attribute of solid figures and understand concepts of volume measurement in small groups 2x a week. Exit slips to monitor progress.

Measurement
iSM-Math (iReady Standards Mastery)

Date
4/19/2019

Resources Available
Mathematics Teaching Practices, Curriculum Map, CCC, Math Planning Tool, Grid Paper, Manipulatives

Resources Needed
PD to support Math Framework Implementation

Responsible
Susan Habersetzer, Interventionists
GOAL: Shift 100%, 5-6 students, in level 1 to a level 2 on the reading standard that asks students to ask and answer questions about key details. RF 4

Read emergent reader text with purpose and understanding. RF4

Action Step
Students will receive support in guided reading groups focusing on using text evidence to answer questions 3x a week. Weekly CFAs will be used to monitor progress.

Action Step
ELL, Title 1, Para will provide small group instruction with students and guide them to answer questions about the text and help build vocabulary. Teacher will meet with these students 1x a week to check progress (1:1 conferring).

Measurement  CFA (Common Formative Assessment)
Date  4/19/2019
Resources Available
Interventionists, Paras, Literacy Continuum, Leveled Bookroom books, Comprehension Toolkits, Literacy Framework

Resources Needed
Use the ELA Priority Standards rubric to use with CFAs to effectively guide instruction. PD for CRT engagement strategies.

Responsible
Marci Gala, Marci Garrett, Clare Senecal, Susan Chin, Jill Wright, Cecilia Dunn, Pam Baker, Margaret Nelson, IC
GOAL: Shift 30%, 3 of students, in level 2 to a level 3 on the standard that asks students to determine or clarify the meaning of words. L.4

Students will read a text and determine the meaning of unknown and multiple-meaning words and phrases.

**Action Step**
Students will receive support in guided reading groups 2x a week to use sentence level context as a clue to the meaning of words or phrases. Exit slips will be used to monitor and adjust instruction at least weekly.

**Action Step**
Students use frequently occurring affixes as a clue to the meaning of a word when meeting 1:1 with their teacher. This happens 2x a week for these students.

**Measurement**
CFA (Common Formative Assessment)

**Date**
4/19/2019

**Resources Available**
Interventionists, Paras, Literacy Continuum, Leveled Bookroom books, Comprehension Toolkits, i-Ready Instruction, IC, Personal Reading Notebooks

**Resources Needed**
Use the PLC rubric to guide the use of CFAs to effectively guide instruction. PD for CRT engagement strategies.

**Responsible**
Jeri Osgood, Shirley Robinson, Susan Chin, Jill Wright, Cecilia Dunn, Margaret Nelson, Pam Baker, IC
GOAL: Shift 3 of 6 students, in level 2 to level 3 on the writing standard that asks students to write an informative/explanatory text. W.2

Students will demonstrate their ability to write an informative text which includes an introduction, uses facts, and provides a concluding statement.

Action Step
Students will receive support in using sentence stems through strategy groups 2x a week and one-to-one conferring every week. CFA’s will be used to monitor/adjust instruction.

Action Step
Teacher provides student opportunity to share text evidence for use in writing. In writing share, classmates listen carefully and ask questions and give feedback. Teacher will check writing journals every week for these students. Prove to partner using evidence. Resent informative text.

Measurement  CFA (Common Formative Assessment)
Date  4/19/2019

Resources Available
Portland Writing Units, Comprehension Toolkits K-2, CCC, Interventionists

Resources Needed
Planning time for staff to use data and plan next steps. PD for CRT engagement strategies.

Responsible
Sean Garrett, Lindsey King, Linda Zook, Interventionists
GOAL: Shift 2 of 3 students in level 1 to level 2 on the reading standard that asks students to recount stories from diverse cultures. 3.RL.2

Students will demonstrate their ability to determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Action Step
Students will be given a text to discuss and answer questions using text evidence during small group twice a week. CFAs will be used to monitor/adjust instruction.

Action Step
Students will determine the central message, lesson or moral of the story and independently record their answers during small group or 1:1. twice a week. Teachers will monitor their written answers 2x a week.

Measurement
iSM-Reading (iReady Standards Mastery)

Date 4/19/2019

Resources Available
Portland Writing Units, Comprehension Toolkits 3-5, CCC, Interventionists

Resources Needed
Planning time for staff to use data and plan next steps.

Responsible
Lynne Reder, Michelle Leingang, Latanya Jaeger, Stephanie Lawrence, Interventionists
GOAL: Shift 4 of 11 students in level 2 to level 3 on the literacy text reading standard that asks students to determine a theme of the story.

Students will demonstrate their ability to determine a theme of a story, drama, or poem from details in the text. Students will summarize the text.

Action Step
Students will be given a text to discuss and answer questions using text evidence during small group twice a week. CFAs will be used to monitor/adjust instruction. (SS RL.1, RL.4)

Action Step
Students will determine the central message, lesson or moral of the story and independently record their answers during small group or 1:1. twice a week. Teachers will monitor their written answers 2x a week.

Measurement
iSM-Reading (iReady Standards Mastery)

Date
4/19/2019

Resources Available
Interventionists, Paras, Literacy Continuum, Leveled Bookroom books, Portland Writing Units, Comprehension Toolkits, iReady Instruction, IC, Literary Framework

Resources Needed
PLC time to use data and plan next steps. PD for CRT engagement strategies.

Responsible
Lynne Reder, Latanya Jaeger, Michelle Leingang, Stephanie Lawrence, Interventionists, IC
GOAL: Shift 2 of 4 students in grade 4 to grade 5 on the reading standard that asks students to determine a theme and summarize a poem.

Students will demonstrate their ability to determine the theme of a poem, describe narrator's or speaker's point of view, and summarize a poem.

**Action Step**

RL 5.2 RL 5.6 Students will read poems and determine the theme of the poem in guided reading groups 2x a week. Students will summarize the poem and state the speaker’s point of view. Teacher will monitor progress of these students.

**Action Step**

RL.4 Students will study poetry and figurative language. They will determine meaning of words and phrases. These students will meet twice weekly in small group. Their understanding will be monitored in their CFAs.

**Measurement**

iSM-Reading (iReady Standards Mastery)

**Date** 4/19/2019

**Resources Available**

Interventionists, Paras, Literacy Continuum, Leveled Bookroom books, Comprehension Toolkits, i-Ready Instruction, IC, Literacy Framework

**Resources Needed**

PLC time to use data and plan next steps.

**Responsible**

Lara Henricksen, Margaret Nelson, Sunshine DeGennaro
GOAL: Shift 100% of students in level 1 to level 2 on the Math standard that asks students to understand addition and subtraction. K.OA.A.2

Students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

**Action Step**
Provide 1:1 support at least 3 x weekly to add and subtract using objects, drawings or fingers. Progress measured by weekly math fluency CFA.

**Action Step**
In small group, use whiteboards or rekenreks to practice adding and subtracting. Progress measured by weekly math fluency CFA.

**Measurement**
CFA (Common Formative Assessment)

**Date**
4/19/2019

**Resources Available**
Mathematics Teaching Practices, Curriculum Map, CCC, Math Planning Tool, Counting collections, Picture cards

**Resources Needed**
PD for Math Framework

**Responsible**
Marci Gala, Marci Garrett, Clare Senecal, Interventionists, IC
GOAL: Shift 7 of 14 students, in level 2 to level 3 on the Math standard that asks students to add and subtract numbers within 100. 1.NBT.C.4

This standard asks students to demonstrate they can solve addition and subtraction problems within 100 using concrete models or drawings and strategies based on place value.

Action Step
In a small group 2x a week, students will use a strategy to add within 100 including 2-digit numbers plus a 1-digit number. Progress will be measured by weekly CFAs.

Action Step
Students will add multiples of 10 to a two-digit number. Provide small group support at least 2x weekly. Progress will be measured by weekly CFAs.

Measurement  CFA (Common Formative Assessment)
Date        4/19/2019
Resources Available
Mathematics Teaching Practices, Curriculum Map, CCC, Math Planning Tool, Manipulatives, Number Lines, Addition and Subtraction Tables

Resources Needed
PD around Math Framework.

Responsible
Jeri Osgood, Shirley Robinson, Interventionists, IC

GRADE  LEVEL  AREA OF FOCUS  GROUP
1        2        Operations & Algebraic Thinking  Other/Multiracial & White
GOAL: Shift 30%, 3 of 10 students, in level 2 to level 3 on the Math standard that asks students to solve two digit subtraction equations by ungrouping.

Students will use a strategy of their choice, such as math mountains or comparison bars, to solve problems.

Action Step
In a small group 3x a week, students will learn ungrouping strategies. Teachers will collaborate with interventionists. Progress will be measured by weekly CFA's.

Action Step
In a small group 2x a week, students will solve problems with a concrete model/manipulatives. Write a number sentence based on the concrete model. Progress will be measured by weekly CFA's.

Measurement
CFA (Common Formative Assessment)

Date
4/19/2019

Resources Available
Mathematics Teaching Practices, Curriculum Map, CCC, Math Planning Tool, 100s chart, Spinner

Resources Needed
PD for Math Framework

Responsible
Sean Garrett, Lindsey King, Linda Zook, Title 1, ELL, Para, IC
GOAL: Shift 4 of 8 students, in level 2 to level 3 on the Math standard that asks students to recognize perimeter and solve real world problems.

This standard has students demonstrate they can solve real world problems involving perimeters of polygons. 3.MD.8 3.MD.7

Action Step
Students will be given an area word problem to discuss and solve using the Read, Draw, Write (RDW) strategy in small flexible groups as needed. Exit slips will be used to monitor progress.

Action Step
Students will be given a perimeter word problem to discuss and solve using the RDW strategy. Whiteboards and markers will be used to monitor progress. Teacher will meet 1:1 or as needed.

Measurement  iSM-Math (iReady Standards Mastery)
Date  4/19/2019

Resources Available
Mathematics Teaching Practices, Curriculum Map, CCC, Math Planning Tool, i-Ready Instruction

Resources Needed
PD for Math Framework

Responsible
Lynne Reder, Latanya Jaeger, Michelle Leingang, Stephanie Lawrence, IC
GOAL: Shift 2 of 5 students, in level 2 to level 3 on the Math standard that asks students to solve word problems using diagrams.

Students will use four operations to solve word problems involving distance, intervals of time, liquid volumes, mass, and money using diagrams.

Action Step
Students will use strategies when given a word problem to discuss and solve using the RWD strategy during a small group that will meet 2x a week. MD.3

Action Step
Students will be able to use the CUBS strategy to decode a math word problem during 1:1 conferring.

Measurement
iSM-Math (iReady Standards Mastery)

Date 4/19/2019

Resources Available
Mathematics Teaching Practices, Curriculum Map, CCC, Math Planning Tool, TPS Math Framework

Resources Needed
PD for Math Framework

Responsible
Lynne Reder, Latanya Jaeger, Michelle Leingang, Stephanie Lawrence, IC
GOAL: Shift 5 of 9 students in level 2 to level 3 on Math standard that asks students to add, subtract, multiply and divide decimals to the 100ths place.

Students will demonstrate an understanding of dividing decimals by using concrete models or drawings and strategies based on place value, properties of operations and explain the reasoning used.

Action Step
5.NBT.A.4 Small group support 2x a week to focus on dividing decimals and use place value understanding to round decimals to any place Exit ticket/CC Assessment to monitor progress.

Action Step
5.NBT.B.5 Students will fluently multiply multi-digit whole numbers using the standard algorithm in small group with whiteboards to monitor progress.

Measurement
iSM-Math (iReady Standards Mastery)

Date
4/19/2019

Resources Available
Mathematics Teaching Practices, Curriculum Map, CCC, Math Planning Tool, Grid paper, Whiteboard Paddles, Markers

Resources Needed
PD to support the Math Framework implementation.

Responsible
Susan Habersetzer, Interventionists, IC