

Whitman Elementary

Continuous Achievement Plan

2018-19 | Q4

The Whitman mission statement is to make a positive difference in the lives of children so they will have the confidence and capability to achieve their highest academic and social potential. We will partner with families and community members/volunteers to provide and support an engaging and safe learning environment through standards-based instruction so our students build upon their academic and social foundation throughout their academic journey and beyond. For this to occur, we recognize that relationships are key to student success. Therefore, we strive to serve the whole child by making a positive difference in students' growth and development. We believe in and implement an academic MTSS model as well as a Positive Behavior Intervention and Support (PBIS) model which supports students on their journey towards becoming positive community contributors. Positive behavior (meeting PRIDE expectations) and academic growth is recognized and celebrated throughout the year. We recognize we can't do it alone, and we truly value our 40+ community partners, 200+ volunteers and, of course, our families. Our motto is PRIDE in ourselves. PRIDE in our school. PRIDE in our community. Go Wildcats!

GOAL: READING: Claim 1 > Increase the number of Multi-Race & Black students in Level 3 by 10/12=83% students.

These students will develop consistent skill in referring explicitly to the text as the basis for their answers to comprehension questions, determine the theme or main idea of the text using text based details to support their idea and determine the meaning of words as used in the text.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading



GROUP

African American
&
Other/Multiracial

→ Action Step

Students will participate in additional small groups with the classroom teacher and the literacy specialist. Small group instruction will focus on the use of guided reading material to practice and develop skill RL.1 & RI.1 referring explicitly to the text for answers.

→ Action Step

Teachers will use ongoing formative assessment data and data from monthly DRA progress monitoring during 1:1 conferring to give students direct, weekly feedback in the development of these skills.



Measurement

 CFA (Common Formative Assessment)


Date

 5/31/2019


Resources Available

ELA Balanced Literacy Block including 1:1 & Small groups, K-3 Literacy Support Teacher, Guided Reading Materials, iSM, DRA Progress Monitoring, Common Collaboration Time.



Resources Needed

Training and implementation of DRA Progress Monitoring, 1:1 conferring coaching, Common Assessment Development, Calibration scoring student work, NF Writing.



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core Teachers: Beth Devine, Joni Rasmussen, Liz McClane
Interventionists: Brent Thoemke, Virginia Wurts, Para Support.

GOAL: READING: Claim 1 > Increase the number of Multi-Race & Black students in Level 3 by $14/21=66.6\%$ students.

These students will develop consistent skill in referring explicitly to the text as the basis for their answers to comprehension questions, determine the theme or main idea of the text using text based details to support their idea and determine the meaning of words as used in the text.



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading



GROUP

African American
&
Other/Multiracial

➔ Action Step

Students will participate in additional small groups with the classroom teacher and the literacy specialist. Small group instruction will focus on the use of guided reading material to practice and develop skill in demonstrating use of Key details, Central Ideas & Word Meanings.

➔ Action Step

Teachers will use ongoing formative assessment data (CFAs/exit tickets) and data from monthly DRA progress monitoring during 1:1 conferring to give students direct, weekly feedback in the development of these skills.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

E/LA Balanced Literacy Block including 1:1 & Small groups, K-3 Literacy Support Teacher, Guided Reading Materials, iReady Lessons on Comprehension, iSM, DRA Progress Monitoring, Common Collaboration Time.



Resources Needed

Training and implementation of DRA Progress Monitoring Training, 1:1 conferring coaching, Common Assessment Development, Calibration scoring student work, NF Writing.



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake
Core Teachers: Kathy Collier, Tami Driscoll, & Edith Stewart
Interventionists: Brent Thoemke, Virginia Wurts, Para Support

GOAL: READING: Claim 1 > Increase the number of Black & Multiracial students in Level 3 by $18/24=75\%$ students.

These students will develop consistent skill in referring explicitly to the text as the basis for their answers to comprehension questions, determine the theme or main idea of the text using text based details to support their idea and determine the meaning of words as used in the text.



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading



GROUP

African American
&
Other/Multiracial

➔ Action Step

Students will participate in additional small groups with the classroom teacher and the literacy specialist. Small group instruction will focus on the use of guided reading material to practice and develop skill in demonstrating use of Key details, Central Ideas & Word Meanings.

➔ Action Step

Teachers will use ongoing formative assessment data and data from monthly DRA progress monitoring during 1:1 conferring to give students direct, weekly feedback in the development of these skills.

Measurement CFA (Common Formative Assessment)

Date 5/31/2019

Resources Available

E/LA Balanced Literacy Block including 1:1 & Small groups, K-3 Literacy Support Teacher, Guided Reading Materials, iSM, DRA Progress Monitoring, Common Collaboration Time.

Resources Needed

Training and implementation of DRA Progress Monitoring Training, 1:1 conferring coaching, Common Assessment Development, Calibration scoring student work, NF Writing.

Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core Teachers: Erik Benson, Zach Delaney, Laurel Mosher
Interventionists: Virginia Wurts, Para Support.

GOAL: MATH: Claim 1 > Concepts & Procedures: Increase the number of Multi-Race & Black students in Level 3 to 9/13=69% students.

11/13=84% of Whitman 3rd Grade Students scoring Level 2/3 (based on classroom performance) are Black or Multirace will develop skill in Concepts & Procedures: 3.OA.D Solve problems involving the four operations. 3.OA.B Understand properties of multiplication. 3.OA.C Multiply and divide within 100.



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

Other/Multiracial
& African
American

→ Action Step

In a small group setting, students will explore a variety of ways to understand place value and properties of operations.

→ Action Step

Teachers will assess individual students for underlying conceptual understanding of the four operations and the relationship between addition and multiplication or subtraction and division for the purpose of helping students 1:1 to improve understanding and fluency.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

Math Framework, Engage NY, Math Expressions, Habits of Mind & Habits of Interaction, iReady & iSM, Common Collaboration Time.



Resources Needed

PD related to use of Number Talks, Identifying and teaching to student misconceptions, multiple paths to understanding, use of Math Workshop or Centers.



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core Teachers: Beth Devine & Joni Rasmussen,

GOAL: MATH: Claim 1 > Concepts & Procedures: Increase the number of Multi-Race & Black students in Level 2 or 3 to 13/21=62% students.

12/15=80% of Whitman 4th Grade Students scoring Level 1 or 2 are Black or Multirace will develop skill in Concepts & Procedures: 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations,



GRADE

4



LEVEL

1



AREA OF FOCUS

Concepts and
Procedures

GROUP

Other/Multiracial
& African
American

➔ Action Step

In a small group setting, students will explore a variety of ways to understand place value and properties of operations.

➔ Action Step

Teachers will assess individual students for underlying conceptual understanding of the four operations and the relationship between addition and multiplication or subtraction and division for the purpose of helping students 1:1 to improve understanding and fluency.

 **Measurement** iReady Growth Monitoring Math

 **Date** 5/31/2019

Resources Available

Math Framework, Engage NY, Math Expressions, iReady & iSM, Common Collaboration Time.

Resources Needed

PD related to use of Number Talks, Identifying and teaching to student misconceptions, multiple paths to understanding, use of Math Workshop or Centers.

Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core Teachers: Kathy Collier, Tami Driscoll, Zach Delaney & TBH,

GOAL: MATH: Claim 2 > Problem Solving: Increase the number of Multi-Race & Black students in Levels 2 and 3 by 21/24 =87% students.

12/26=46% of current 5th Grade Students scoring Level 1 or 2 are Black or Multirace will develop skill in solving complex problems, making use of knowledge and applying reasoning adding opportunities to apply their foundational understanding of math.



GRADE

5



LEVEL

2



AREA OF FOCUS

Problem Solving



GROUP

Other/Multiracial
& African
American

➔ Action Step

In small group, students will work to understand & solve complex problems using skills 5.NBT.B +, -, x, ÷ multi-digit whole numbers and with decimals to hundredths, 5.NF.A-Use equivalent fractions + & - fractions, 5.NF.B-Apply & extend x & ÷, 5.NF.A-Solve word problem involving fractions.

➔ Action Step

Teachers will assess individual students for persistence during analysis, interpretation and application of previous understanding of multiplication and division for the purpose of helping students 1:1 to improve persistence, confidence and application to relevant situations



Measurement iReady Growth Monitoring Math



Date 5/31/2019



Resources Available

Math Framework, Engage NY, Math Expressions, iReady & iSM, Common Collaboration Time.

Resources Needed

PD related to use of Number Talks, engaging students in math problem solving and productive struggle, use of Math Workshop or Centers



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core Teachers: Erik Benson, Zach Delaney, Laurel Mosher

GOAL: Incr. # of multiracial students in L3 $18/26=69\%$ on the reading standard W.K.3 Using a combination of drawing, dictating & writing to narrate an event.

These students need additional support to understand that a story or narrative event has a beginning, middle and end. This will include a description of the characters, setting and events. Students will practice drawing, writing and retelling weekly.



GRADE

K



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Other/Multiracial

→ Action Step

Receive additional guided reading support weekly at their instructional level. During instruction, students will use a combination of drawing, dictating & writing to narrate an event. Use CFAs and writing prompts each trimester to monitor instruction.

→ Action Step

Students will be placed in weekly (1-2 times) strategy groups and given mini lessons. 1:1 conferring will be used to check whether a combination of drawing, dictating & writing is used to narrate an event. CFAs will be used to monitor/adjust instruction and groupings.



Measurement

 CFA (Common Formative Assessment)


Date

 5/31/2019


Resources Available

Read for Success Collection 1 readers, leveled bookroom materials, Comprehension Toolkit, classroom libraries, ELA Balanced Literacy Block including 1:1 & Small groups, K-3 Literacy Support Teacher, Common Collaboration Time to score student work



Resources Needed

Implementation of DRA Progress Monitoring, 1:1 conferring coaching, Common Assessment Development, Calibration scoring student work



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 3rd grade Teachers, Title 1/LAP, K-3 collaborative literacy support teacher

GOAL: Incr. # of multiracial students in L2 19/19=100% on the Read Standard RF.1.4 Indep. read with sufficient accuracy & fluency to support comprehend.

No students met this standard. They need additional support to increase their sight word vocabulary, practice reading the same text multiple times to increase accuracy and fluency and read “just right” books multiple times to improve this skill.



GRADE

1



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

Other/Multiracial

→ Action Step

Receive additional guided reading support weekly at their instructional level. During instruction, accuracy & fluency (comprehension) will be monitored. Use CFAs/oral fluency checks to monitor instruction.

→ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then 1:1 conferring will be used to check whether students read with accuracy and fluency. CFAs/oral fluency checks will be used to monitor/adjust instruction and groupings.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

Book room materials, Comprehension Toolkit, DRA, running records/fluency passages, ELA Balanced Literacy Block including 1:1 & Small groups, K-3 Literacy Support Teacher, iSM, DRA Progress Monitoring, Common Collaboration Time to score student work



Resources Needed

Training and implementation of DRA Progress Monitoring, 1:1 conferring coaching, Common Assessment Development, Calibration scoring student work



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 3rd grade Teachers, Title 1/LAP, K-3 collaborative literacy support teacher

GOAL: Incr. # of Hispanic & White stud. in L2 23/25=92% on the rdg standard RI.2.8 Descr. how reasons support specific pts the author makes in a text.

None of the identified students met standard. The prior goal (pictures and images are an important text features) remains an area of focus. To expand further, students will also work on identifying supporting details on why an author makes specific points in a text.



GRADE

2



LEVEL

1



AREA OF FOCUS

Reading Informational
Text

GROUP

Hispanic & White

➔ Action Step

Receive additional guided reading support weekly at their instructional level. During instruction, students will use illustrations & details in informational text to describe key ideas. Use CFAs to monitor instruction.

➔ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then 1:1 conferring will be used to check whether students can use illustrations & details in informational text to describe key ideas. CFAs will be used to monitor/adjust instruction and groupings.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

leveled bookroom, Fountes and Pinnell Literacy Continuum, classroom libraries, ELA Balanced Literacy Block including 1:1 & Small groups, K-3 Literacy Support Teacher, iSM, DRA Progress Monitoring, Common Collaboration Time to score student work



Resources Needed

Training and implementation of DRA Progress Monitoring, 1:1 conferring coaching, Common Assessment Development, Calibration scoring student work, NF Writing



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 3rd grade Teachers, Title 1/LAP, K-3 collaborative literacy support teacher

GOAL: Incr. # of white students in L3 14/15=93% in determining main idea of inform. text; recount key details & explain how they support main idea.

These students will continue to receive small group instruction to meet proficiency in identifying the main idea of informational text. They will use key details to justify their reasoning.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Informational
Text

GROUP

White

→ Action Step

Students will receive additional weekly support using small group instruction that focuses on main idea of informational text; recount key details & explain how they support main idea. CFAs will be used to monitor/adjust instruction.

→ Action Step

Students will receive additional support 1-2 times/week using 1:1 instruction/conferences with teacher on main idea of informational text; recount key details & explain how they support main idea. CFAs will be used to monitor/adjust instruction.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

ELA Balanced Literacy Block including 1:1 & Small groups, K-3 Literacy Support Teacher, Guided Reading Materials, iSM, DRA Progress Monitoring, Common Collaboration Time to score student work



Resources Needed

Training and implementation of DRA Progress Monitoring, 1:1 conferring coaching, Common Assessment Development, Calibration scoring student work, accompany with NF Writing



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 3rd grade Teachers, Title 1/LAP, K-3 collaborative literacy support teacher

GOAL: Incr. # of Multiracial/AA stud. in L2/3 16/21=76% in RL.4.2 Determ. a theme of a story, drama, or poem from details in the text; summarize the text.

These students will continue working in small groups to identify the theme of literary text. They will use key details to justify their reasoning.



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

Other/Multiracial
& African
American

➔ Action Step

Receive additional guided reading support weekly at their instructional level. During instruction, students can determine a theme of a story, drama, or poem from details in the text; summarize the text. Use CFAs/iReady lessons to monitor instruction.

➔ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then 1:1 conferring will be used to check whether students can determine a theme of a story, drama, or poem from details in the text; summarize the text. CFAs/iReady lessons will be used to monitor/adjust instruction and groupings.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

classroom libraries, enhanced classroom libraries, leveled books, ELA Balanced Literacy Block including 1:1 & Small groups, iSM, Common Collaboration Time to score student work



Resources Needed

Training and implementation of DRA Progress Monitoring, 1:1 conferring coaching, Common Assessment Development, Calibration scoring student work



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 4th grade Teachers, Title 1/LAP

GOAL: Incr. # of white stud. in L3 19/26=73%in RL.5.9 Comp/Contrast stories in the same genre on their approaches to similar themes and topics.

These students will practice identifying the theme of two literary texts. They will use key details to justify similarities and differences in the texts.



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

White

➔ Action Step

Receive additional guided reading support weekly at their instructional level. During instruction, students can compare/contrast themes or events in literature. Use CFAs/iReady lessons to monitor instruction.

➔ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then 1:1 conferring will be used to check whether students can compare/contrast themes or events in literature. CFAs/iReady lessons will be used to monitor/adjust instruction and groupings.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

classroom libraries, enhanced classroom libraries, leveled books, ELA Balanced Literacy Block including 1:1 & Small groups, iSM, DRA Progress Monitoring, Common Collaboration Time to score student work



Resources Needed

Training and implementation of DRA Progress Monitoring, 1:1 conferring coaching, Common Assessment Development, Calibration scoring student work, accompany with NF Writing.



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 5th grade Teachers, Title 1/LAP

GOAL: Incr. # of multiracial students in L3 17/26=65% in representing/solving word problems involving addition & subtraction within 10.

All students began at a below basic/basic level. Most have mastered the value of the numbers 0-10 but inconsistently apply numbers to solve an equation. Students will use manipulatives (if necessary) to solve addition or subtraction equations.



GRADE

K



LEVEL

2



AREA OF FOCUS

Operations & Algebraic Thinking



GROUP

Other/Multiracial

→ Action Step

Receive additional daily guided/small group math support in representing/solving word problems involving addition & subtraction within 10. Use CFAs to monitor instruction.

→ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then individually conferenced with to check whether students can represent/solve word problems involving addition & subtraction within 10. Use observational information/CFAs to monitor/adjust instruction.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

Math Expressions, iReady lessons, Engage NY, Starfall, Math Framework, Habits of Mind & Habits of Interaction, iReady, Common Collaboration Time to score/calibrate student work



Resources Needed

PD related to use of Number Talks, Identifying and teaching to student misconceptions, multiple paths to understanding, use of Math Workshop or centers with specific tasks/learning targets, manipulatives, Starfall (computer program)



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core K Teachers

GOAL: Incr. # of multiracial students in L2 18/19=94.7% in 1.OA.A.1 Use + & - w/in 20 to solve word problems.

No students are meeting the standard. They need additional focus on number identification and value in order to solve for an unknown in a word problem using addition and subtraction.



GRADE

1



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Other/Multiracial

→ Action Step

Receive additional daily guided/small group math support to solve for an unknown in a word problem using addition and subtraction. Use CFAs to monitor instruction.

→ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then individually conferenced with to check whether students can solve for an unknown in a word problem using addition and subtraction. Use observational information/CFAs to monitor/adjust instruction.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

Math Expressions, iReady lessons, Engage NY, Starfall, Math Framework, Habits of Mind & Habits of Interaction, iReady, iSMs, Common Collaboration Time to score/calibrate student work



Resources Needed

use manipulatives and differentiation cards as well, PD related to identifying and teaching to student misconceptions, multiple paths to understanding, use of Math Workshop or centers with specific tasks/learning targets



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 1st grade Teachers

GOAL: Incr. # of white & multiracial students in L2 27/27=100% in 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems.

Students need significant support in using + & - within 50 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, or comparing, with unknowns in all positions.



GRADE

2



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

White &
Other/Multiracial

→ Action Step

Receive additional daily guided/small group math support to demonstrate being able to use addition and subtraction within 100 to solve one- and two-step word problems. Use CFAs/exit tickets to monitor instruction.

→ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then individually conferenced with to check whether students can use addition & sub within 100 to solve one & two-step word problems. Use observational information/CFAs/exit tickets to monitor/adjust instruction.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

Math Expressions, iReady lessons, Engage NY, Math Framework, Habits of Mind & Habits of Interaction, iReady, iSMs, Common Collaboration Time to score/calibrate student work



Resources Needed

PD related to use of Number Talks, Identifying and teaching to student misconceptions, multiple paths to understanding, use of Math Workshop or centers with specific tasks/learning targets, manipulatives, differentiation cards



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 2nd grade Teachers

GOAL: Incr. # of African American/multiracial students in L2/L3 to 10/13=77% in 3.OA.D.8 Solve two-step word problems using the four operations.

Students will continue to receive targeted support in solving two-step problems using the four operations. They'll understand that an equation with a letter means they're solving for the unknown quantity. They'll estimate answers using strategies including rounding.



GRADE

3



LEVEL

2



AREA OF FOCUS

Operations & Algebraic Thinking



GROUP

African American & Other/Multiracial

→ Action Step

Receive additional daily guided/small group math support in solving word problems using the 4 operations. Use CFAs/exit tickets to monitor instruction.

→ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then individually conferenced with to check whether students can solve word problems using the 4 operations. Use observational information/CFAs/exit tickets to monitor/adjust instruction.



Measurement CFA (Common Formative Assessment)



Date 5/31/2019



Resources Available

Math Expressions, iReady lessons, Engage NY (will also use end of unit assessment problems from the unit to monitor growth), Math Framework, Habits of Mind & Habits of Interaction, iReady, iSMs, Common Collaboration Time to score/calibrate student work



Resources Needed

PD related to use of Number Talks, identifying and teaching to student misconceptions, multiple paths to understanding, use of Math Workshop or centers with specific tasks/learning targets



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 3rd grade Teachers

GOAL: Incr. # of Multiracial/AA in L2/3 12/21=57% 4.NF.A.2

Compare two fractions with different numerators and different denominators.

Students will be able to compare two fractions with different numerators and different denominators. Records the results of comparisons with symbols $>$, $=$, or $<$, and justifies the conclusions through pictures or words.



GRADE

4



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions

GROUP

Other/Multiracial
& African
American

➔ Action Step

Receive additional daily guided/small group math support in comparing fractions with the same numerator or same denominator. Use iReady/ CFAs to monitor instruction.

➔ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then individually conferenced with to check whether students can compare fractions with the same numerator or same denominator. Use iReady, CFAs to monitor/adjust instruction.



Measurement iReady Growth Monitoring Math



Date 5/31/2019



Resources Available

Math Expressions, iReady lessons, Engage NY, IABs, Math Framework, Habits of Mind & Habits of Interaction, iReady, iSMs, Common Collaboration Time to score/calibrate student work



Resources Needed

PD related to use of Number Talks, identifying and teaching to student misconceptions, multiple paths to understanding, use of Math Workshop or centers with specific tasks/learning targets



Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 4th grade Teachers

GOAL: Incr. # of special ed students in L2 11/14=78% in solving problems involving measurement and conversion of measurements.

Students will be able to compares two fractions with different numerators and different denominators. Records the results of comparisons with symbols $>$, $=$, or $<$, and justifies the conclusions through pictures or words.



GRADE

5



LEVEL

1



AREA OF FOCUS

Number and Operations
Fractions

GROUP


Special Education

➔ Action Step

Receive additional daily guided/small group math support in comparing two fractions with different numerators and different denominators. Use CFAs to monitor instruction.

➔ Action Step

Students will be placed in weekly (1-2 times) strategy groups and then individually conferenced with to check whether students can compares two fractions with different numerators and different denominators. Use CFAs to monitor/adjust instruction.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 5/31/2019

Resources Available

Math Expressions, iReady lessons, Engage NY, IABs, Math Framework, Habits of Mind & Habits of Interaction, iReady, iSMs, Common Collaboration Time to score/callibrate student work

Resources Needed

PD related to use of Number Talks, identifying and teaching to student misconceptions, multiple paths to understanding, use of Math Workshop or centers with speciifc tasks/learning targets

Responsible

Admin & Coaches: Tracy Allen, Kim Hildebrandt, Nora Drake,
Core 5th grade Teachers