Whittier Elementary (PreK-3) and Waiwright Intermediate (4-8) are Tacoma Public Schools located in Fircrest, Washington. The sister schools share a common program and leadership team, building an International Baccalaureate continuum through Primary Years Programme and Middle Years Programme toward the Diploma Programme housed at Foss High School.
GOAL: Decrease the number of White students at level 2 on iReady Reading Vocabulary from 10 to 7.

These readers will shift from minimal understanding of text with low complexity to reading texts with moderate/high complexity with partial to adequate understand and use of evidence to support thinking.

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<th>GRADE</th>
<th>LEVEL</th>
<th>AREA OF FOCUS</th>
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<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>Reading</td>
<td>White</td>
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**Action Step**
Provide leveled texts and texts with moderate to high complexity to targeted student groups. Engaging students in tasks that require students to analyze text to make inferences, read critically, apply reasoning, and connect and generalize ideas.

**Action Step**
Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.

**Measurement**
iReady Growth Monitoring Reading

**Date**
11/16/2018

**Resources Available**
Instructional Coach, Literacy Framework, Reader’s Workshop PD, IB PYP Units of Inquiry

**Resources Needed**
iReady on-line lessons

**Responsible**
Whittier Admin and 3rd Grade PLC
GOAL: Decrease the number of Other/Multiracial students at Level 2 in Speaking and Listening from 32% (7) to 18% (4).

**Action Step**
- Goal setting with progress monitoring?

**Action Step**
- Opportunities for speaking and listening across content areas?

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

**Date**
- 11/16/2018

**Resources Available**
- iReady lessons; PD; PLC; IB Coach; Literacy Framework

**Resources Needed**
- Training in culturally responsive teaching and differentiation techniques

**Responsible**
- Wainwright admin, 4th grade PLC
GOAL: Decrease the number of African American students at level 1 Reading from 35% (7) to 20% (4).

We want our students of color to perform with excellence. These readers will shift from minimal understanding of text with low complexity to reading texts with moderate/high complexity with partial to adequate understanding and use of evidence to support thinking.

Action Step
Goal setting with progress monitoring?

Action Step
Leveled texts available and accessible for all students?

Measurement
IAB ELA (Interim Assessment Blocks English Language Arts)

Date 11/16/2018

Resources Available
iReady lessons; PD; PLC; IB Coach; Literacy Framework

Resources Needed
Training in culturally responsive teaching techniques for African American students and differentiation strategies.

Responsible
Wainwright admin, 5th grade PLC
GOAL: Decrease the number of White students at level 2 (Approaching) on I-Ready Measurement and Data from 14s to 10s

Students will be able to accurately measure a variety of object using the correct tool. Students will be able to interpret and create graphs.

Action Step
Provide small group guided support at least twice a week on measurement and graphing. Utilize manipulatives, tools and practical examples.

Action Step
Students will have multiple opportunities across different settings to accurately measure and interpret graphs. They will explain and justify (verbal and written) their math reasoning and understanding using multiple representations.

Measurement  iReady Growth Monitoring Math
Date  11/16/2018
Resources Available
iReady lessons; PLC; PD; Peer Observations; IB Coach

Resources Needed
iReady on-line lessons, training in culturally responsive teaching and differentiation techniques.

Responsible
Whittier Admin, Grade 3 PLC
GOAL: Decrease the number of Other/Multiracial students at Level 1 in Concepts and Procedures (Claim 1) from 44% (8) to 28% (5).

Students must explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. This is about developing conceptual understanding and procedural fluency.

Action Step
Strategy groups to scaffold Claim 1. Students will use manipulatives and visuals across different settings (whole group, small group, 1:1) as a means of developing a deeper understanding of math concepts.

Action Step
Students will have multiple opportunities across different settings to explain and justify (verbal and written) their math reasoning and understanding using multiple representations.

Measurement
iSM-Math (iReady Standards Mastery)

Date 11/16/2018

Resources Available
iReady lessons; PLC; PD; Math studio; IB Coach

Resources Needed
Training in culturally responsive teaching and differentiation techniques.

Responsible
Wainwright admin, 4th grade PLC
GOAL: Decrease the number of Other/Multiracial students at Level 2 in Concepts and Procedures from 50% (9) to 33% (6) students.

Students must explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. This is about developing conceptual understanding and procedural fluency.

**Action Step**
Students will use manipulatives and visuals across different settings (whole group, small group, 1:1) as a means of developing a deeper understanding of math concepts.

**Action Step**
Students will have multiple opportunities across different settings to explain and justify (verbal and written) their math reasoning and understanding using multiple representations.

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

**Date**
11/16/2018

**Resources Available**
iReady lessons; PLC; PD; Math studio; IB Coach

**Resources Needed**
Training in culturally responsive teaching and differentiation techniques.

**Responsible**
Wainwright admin, 5th grade PLC
GOAL: Students will pass WaKids standard on letter names and sounds.

Letter names and sounds are the foundation for learning how to read words.

Action Step
WaKids conferences with Parent/Teacher/Student will take place in September.

Action Step
Small group intervention will take place 2 or more times a week. ELL students will see the ELL teacher for 30 minutes once a week.

Measurement
WaKIDS (Washington Kindergarten Inventory of Developing Skills)

Date
Spring 2019

Resources Available
Moby Max, phonics resources, parents/parent volunteers, knowledgeable staff, para-educator, ELL teacher

Resources Needed
not sure

Responsible
Admin, Classroom teachers, ELL Teacher, Instructional Coach, Parents, Parent Volunteers, Para-Educator, LAP Specialist
GOAL: Decrease the number of White students from 25% 10s to 17% 7s in RCC 8- Informational Text

With prompting and support, students will will identify the reasons an author gives to support points in an informational text.

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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Reading Informational Text</td>
<td>White</td>
</tr>
</tbody>
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Action Step
Students will receive teacher intervention with small Guided Reading groups at their instructional level weekly utilizing Informational Text.

Action Step
Teachers will utilize the RCC Rubrics to meet as a team and assess exit tickets one time a week. The exit tickets will guide the following week's small group instruction.

Measurement
iReady Growth Monitoring Reading

Date 11/16/2018

Resources Available
Instructional Coach, Literacy Framework, Reader's Workshop PD, IB PYP Units of Inquiry

Resources Needed
iReady on-line lessons

Responsible
Whittier Admin, 1st Grade PLC
GOAL: Decrease the number of Hispanic students from 60% 12 to 45% 9s meeting standard RCC 13 - Opinion Writing

Students will write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Action Step
Students will receive teacher intervention with small Guided Writing groups at their instructional level weekly utilizing Opinion Writing sentence frames.

Action Step
Teachers will utilize the RCC Rubrics to meet as a team and assess exit tickets one time a week. The exit tickets will guide the following week's small group instruction.

Measurement
CFA (Common Formative Assessment)

Date 11/12/2018

Resources Available
Lucy Calkins Units of Study, Portland Writing and Step Up to Writing; Instructional Coach, Literacy Framework, Writer's Workshop PD, IB PYP Units of Inquiry

Resources Needed
Common Opinion Prompts, Exit Tickets and CFAs

Responsible
The 2nd Grade PLC Team, Instructional Coach and Admin
GOAL: Decrease White students receiving a 2 from 47% 17s to 36% 13s- narrative writing

Students will write narratives in which they recount events including details, actions, thoughts and feelings using temporal words.

_ACTION STEP_
Students will receive teacher intervention with small Guided Writing groups at their instructional level weekly utilizing Narrative Writing sentence frames.

_ACTION STEP_
Teachers will utilize the RCC Rubrics to meet as a team and assess exit tickets one time a week. The exit tickets will guide the following week’s small group instruction.

_Measurement_  IAB ELA (Interim Assessment Blocks English Language Arts)
_Date_ 11/16/2018
/Resources Available_
Lucy Calkins Units of Study, Portland Writing and Step Up to Writing; Instructional Coach, Literacy Framework, Writer’s Workshop PD, IB PYP Units of Inquiry

/Resources Needed_ 0

/Responsible_
Whittier Admin and 3rd Grade PLC
GOAL: Decrease the number of Multiracial students from 7 to 4 and White students from 7 to 4 in RCC 8 Reading Informational Text

Students will describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence and cause/effect.

Action Step
Small group strategy lessons and iReady ISM weekly

Action Step
Incorporate scaffolds that build students' ability to describe relationships between events, ideas and concepts

Measurement  iSM-Reading (iReady Standards Mastery)
Date 11/16/2018
Resources Available
iReady lessons; PD; PLC; IB Coach; literacy framework

Resources Needed
0

Responsible
Wainwright Admin, 4th grade PLC
GOAL: Decrease the number of African American (9) & Multiracial (9) from 18 to 10 students in RCC 6.

Students will explain events, procedures, ideas, or concepts in a historical, scientific, or technical informational text, including what happened and why, based on specific information in the text.

Action Step
As a grade level team, plan mini-lessons to achieve this goal based on the progression to mastery in the literacy framework

Action Step
Use exit slips to evaluate student growth and use information to create small, fluid groups

Measurement
iReady Growth Monitoring Reading

Date 11/16/2018

Resources Available
iReady iSMs; Readworks; Newlea; Leveled Readers; CNN 10; Literacy Framework - Progression to Mastery; PD; PLC; IB Coach

Resources Needed
Culturally Responsive teaching techniques and differentiated teaching strategies; iReady Lessons; Time for Kids; Common Formative Assessments

Responsible
Admin, 5th grade team PLC
GOAL: Kindergarten ELL student will be able count 10 objects with 1:1 correspondence.

Action Step
Students will practice counting objects up to ten using manipulatives and iReady online Math lessons.

Action Step
Students will work with the ELL teacher once a week for 30 minutes. Students will meet in small groups to work with manipulatives and counting.

Measurement  WaKIDS (Washington Kindergarten Inventory of Developing Skills)
Date  11/12/2018
Resources Available
manipulatives, iReady on-line lessons, small group intervention with work mats, ELL instruction

Resources Needed
not sure

Responsible
Admin, Kinder PLC teachers, ELL, parents, parent volunteers, Para Educator
GOAL: Decrease White students receiving a 2 from 38% 15s to 28% 11s in RCC 16 - identify and describe shapes

Students will identify and describe shapes.

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<td>2</td>
<td>Geometry</td>
<td>White</td>
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Action Step
Provide small group support 2 or more times per week. Utilize manipulatives, pictorial representation and physical movement.

Action Step
Teachers will utilize data from exit slips and CFAs to adjust instruction and monitor progress on a weekly basis.

Measurement
iReady Growth Monitoring Math

Date
11/16/2018

Resources Available
Kinder Bridges Math, Manipulative, Math Journals

Resources Needed
iReady on-line lessons

Responsible
Whittier Admin, Grade 1 PLC
GOAL: Decrease Hispanic students receiving 2 from 57% (12) to 28% (6) in RCC 12 - Place Value

Students will identify and model the digits and their values in the ones and tens.

Action Step
Provide small group guided support at least twice a week on place value RCC 12. Utilize manipulatives, pictorial representation and physical movement.

Action Step
Teachers will utilize data from exit slips and CFAs to adjust instruction and monitor progress on a weekly basis.

Measurement
iSM-Math (iReady Standards Mastery)

Date 11/12/2018

Resources Available
iReady lessons, manipulatives, Math Expressions, Math Journals

Resources Needed
iReady on-line instruction lessons, Khan Academy

Responsible
2nd Grade PLC Team, Instructional Coach and Admin
GOAL: Decrease the number of Hispanic students at level 2 from 55% 10s to 44% 8s for RCC 4 - represents and solves +/- word problems within 100

Students will represent and solve addition and subtraction with one and two step word problems within 100.

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<td>3</td>
<td>2</td>
<td>Number and operations in base 10</td>
<td>Hispanic</td>
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Action Step
Provide small group guided support at least twice a week on two step word problems. Utilize manipulatives, pictorial representation and physical movement.

Action Step
Teachers will utilize data from exit slips and CFAs to adjust instruction and monitor progress on a weekly basis.

measurement

ISM-Math (iReady Standards Mastery)

Date 11/16/2018

Resources Available
iReady lessons, manipulatives, Math Expressions, Math Journals

Resources Needed
iReady on-line lessons

Responsible
Whittier Admin, Grade 3 PLC
GOAL: Decrease the number of other/multiracial (9) and White (9) students to (6) respectively in RC 14 Measurement and Data

Students will calculate the perimeter and area of rectangles

Action Step
Incorporate scaffolds that build conceptual development of perimeter and area (i.e. manipulatives, pictures, 2 and 3 D visuals, graph paper, etc.)

Action Step
Provide mini-lessons 2x weekly for targeted students. Encourage multiple representations to show strategies for solving problems.

Measurement  iSM-Math (iReady Standards Mastery)
Date  11/16/2018
Resources Available
iReady lessons; PLC, PD; Math studio; IB Coach; Manipulatives, visuals, etc.

Resources Needed
Training in culturally responsive teaching techniques and differentiation strategies

Responsible
Wainwright Admin and 4th Grade PLC
GOAL: Decrease the number of Multiracial students from 7 to 4 in RCC 23 decimals, mixed numbers and fractions

Students will convert between fractions with denominators 10 and 100, mixed numbers and decimals.

## Action Step
- Small-group instruction?

## Action Step
- Goal-setting with progress monitoring?

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

## Date
- 11/16/2018

## Resources Available
- iReady lessons; PLC; PD; Math studio; IB Coach

## Resources Needed
- Training in culturally responsive teaching techniques and differentiation strategies

## Responsible
- Wainwright Admin, 5th grade PLC