

Lyon Elementary

Continuous Achievement Plan

2018-19 | Q4

Mary Lyon Elementary believes our kids are all our kids. To educate Kindergarten through 5th grade students with diverse cultures and needs, we create a village where all Lyon community members recognize and help build our students' fullest potential while striving for academic & behavioral success. We nourish success through instructional strategies, self-regulation, perseverance, and self-motivation. Building strong relationships, we focus on social emotional learning and collaborative instruction creating an inclusive learning environment for all students.

GOAL: Decrease of Sp. Ed & ELL students at Level 1 from 20% to 1% in Level 1 around Claim 1 focusing on Vocabulary and ELP standard 8.

In comparing iReady and SBA reading claims the largest area of impact was vocabulary use and development. Students will interpret figurative language, literary devices or connotative meanings of words and phrases used in context and the impact of those word choice on meaning or tone of a passage.



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Special Education
& English
Learners

→ Action Step

Students will use vocabulary strategies to define important content words from Literary or informational text 1-2 times a week. Students will use exit tickets to monitor progress of vocabulary acquisition and application. Aligned to ELP standard 8.

→ Action Step

Students will participate in strategy groups lead by support staff daily. They will use exit tickets to monitor progress of vocabulary acquisition and application. Aligned to ELP standard 8.



Measurement

 CFA (Common Formative Assessment)


Date

 5/7/2019


Resources Available

Student reading journals, team planning time to create exit tickets and CFA. Time to meet with support staff to modify group or instruction.



Resources Needed

The 3rd grade team will need to review the GLAD and Avid strategies and work out how to incorporate these into their informational and literary lessons.



Responsible

3rd gr teachers, ELL and Sp. Ed teachers

GOAL: Decrease % in Level 1 students in Sp. Ed from 100% of level 1 to 66% (2/6) on vocabulary based on RL4.1/RI.4.4.

In comparing iReady and SBA reading claims the largest area of impact was vocabulary use and development. Students will interpret figurative language, literary devices or connotative meanings of words and phrases used in context and the impact of those word choice on meaning or tone of a passage.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Special Education

➔ Action Step

Students will use on one iReady lessons focused on vocabulary. Teachers will monitor progress through time on line and pass rate of lessons.

➔ Action Step

Students will participate in strategy groups lead by support staff daily. They will use exit tickets to monitor progress of vocabulary acquisition and application.

Measurement CFA (Common Formative Assessment)

Date 5/7/2019

Resources Available

Student reading journals, team planning time to create exit tickets and CFA. Time to meet with support staff to modify group or instruction.

Resources Needed

None

Responsible

4th gr. teachers and support staff

GOAL: AA Students will increase their vocabulary use and understanding from 0% to 25% (6/8) as measured by i-ready and SBA interims (Reading claim 1)

Students will show growth in their ability to identify vocabulary meaning based on context clues and use new vocabulary words in their writing. RL.5.4 & RI.5.4



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading



GROUP


African American

➔ Action Step

Students will use GLAD strategy of a Cognitive Content Dictionary to define important content words from literary or informational text 1-2 times a week. Students will use exit tickets to monitor progress.

➔ Action Step

Students will participate in small group vocabulary acquisition focusing on Frayer model to represent vocabulary words, synonyms, antonyms, word roots..

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

 **Date** 5/7/2019

Resources Available

Student reading journals, team planning time to create exit tickets and CFA. Time to meet with AmeriCorps and support staff to modify group or instruction.

Resources Needed

Make a vocabulary CFA exit ticket during CFA meeting.

 **Responsible**

5th grade team, Sp. Ed, and Title teachers.

GOAL: Decrease % of Multiracial students at level 2 from 20% to 0% overall in Concepts and Procedures in Claim 1 on $=/$ -w/in 1,000 using regrouping.

Based on review of iReady and SBA claims third grade students will develop place value understanding and properties of operation to perform multi-digit arithmetic.



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures



GROUP

Other/Multiracial

→ Action Step

Students will work for 15 minute daily intervention with classroom teacher or support staff on fluently adding within 1,000 multiple strategies as measured by daily exit tickets.

→ Action Step

Students will use iReady on-line lessons that are assigned on NBT standards for place value and property of operations for a minimum of 30 minutes 3x a week. Teacher will monitor progress weekly on line.



Measurement CFA (Common Formative Assessment)



Date 5/7/2019



Resources Available

Common Core Companion page 68-70. iReady on line lessons



Resources Needed

More copies of Common Core Companion for support staff and special ed. Teachers



Responsible

3rd gr. classroom teachers and support staff.

GOAL: Decrease % of Sp. Ed in Level 1 Problem Solving (Claim 2) from 81% of Level 1 to 39% Level 1 students based on iReady .

Students must be able to solve a range of complex problems with applied mathematics, making use of multiple problem solving strategies. Claim2 was chosen over Claim 1 because it can link to all the upcoming concept areas covered under Claim 1. Aligns to ELP standard 8 for ELL. Math.4.O4.A.3



GRADE

4



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP


Special Education

➔ Action Step

Students will learn models to use and show their understanding of how to solve place value problems in small group with the classroom teacher or LRC. Progress will be measured by exit tickets.

➔ Action Step

Students will choose the correct operation to solve place value problems in small group with the classroom teacher or LRC. Progress will be measured by exit tickets.

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

 **Date** 5/7/2019

Resources Available

Common Core Companion, time for support staff and 4th grade teachers to meet.

Resources Needed

None

 **Responsible**

4th gr. teachers and support staff

GOAL: Given a set of numbers, students identify what operation created the pattern /extend off of it, from 0% to 33% (6/9) measured by CFAs and I-ready.

Students will be able to identify number patterns, assign an operation that created that pattern, and continue using that pattern using the information they have identified. NBT.A2



GRADE

5



LEVEL

1



AREA OF FOCUS

Concepts and
Procedures

GROUP


African American

➔ Action Step

Students will engage in number talks that have them identify and continue number patterns in small group with teacher after core lesson.

➔ Action Step

Students will use ratio tables to identify and explain number patterns. They can use previously made patterns to solve missing pieces or be given a set of numbers and create their own.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 5/7/2019

Resources Available

Common Core Companion, time for support staff and 5th grade teachers to meet.

Resources Needed

Make CFA specific for this small group.

 **Responsible**

5th grade teachers and support staff.

GOAL: Decrease the % of non-Caucasian students who can identify less than 52 letter names 27% to 0% based on K.RF.4 monitored by ESGI assessments.

Kindergarteners need to recognize and name all upper- and lowercase letters of the alphabet by the end of the year to be on track for the first grade foundational skills . CCSS.ELA-LITERACY.RF.K.1.D and ELP 1



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

White

→ Action Step

Students will receive additional small group guided reading groups 3x week focusing on application of letter names and sounds. ESGI designed CFA's will be used to measure progress.

→ Action Step

Students will receive 1:1 practice kindergarten Title para or teacher with physical, tactile and oral models 3x week with letter names and sounds. ESGI designed CFA's will be used to measure progress.



Measurement CFA (Common Formative Assessment)



Date 5/7/2019



Resources Available

ESGI data program to record results. Time to meet to plan CFA with kindergarten team.



Resources Needed

None



Responsible

Kindergarten teachers

GOAL: Decrease % of AA (77%) who scored below grade level in Phonics to 25% (5/8) based on a 20 points increase i-Ready as measured by i-Ready. RF.1.3

With support and prompting, students will learn how to apply grade-level phonics and word analysis skills in decoding words and Report Card Competency “Independently read with sufficient accuracy and fluency to support comprehension.” and RF.1.3, ELP 1



GRADE

1



LEVEL

1



AREA OF FOCUS

Reading Literature



GROUP

African American

→ Action Step

Students will receive iReady on line instruction 40 minutes a week. Monitored by teacher tracking of lessons pass rate and time on line.

→ Action Step

Students will receive tutoring from support staff 3x week on phonics skills in small groups or 1:1. Progress monitored by ESGI.



Measurement iReady Growth Monitoring Reading



Date 5/7/2019



Resources Available

Common planning time to meet and plan with AmeriCorps member.



Resources Needed

None



Responsible

First Grade teachers

GOAL: Decrease % of Hispanic/ELL students at level 2 Reading Foundational Skills Report Card Competency from 32% to 22%.

Students will be able to use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, and plot. RL.2.7 and ELP 1



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Hispanic & English Learners

→ Action Step

Students will participate in additional guided/strategy reading groups with classroom teacher at least 2x week working on using a range of strategies to determine and clarify the meaning of unknown words at their instructional level. Weekly exit tickets will be used to monitor reading progress.

→ Action Step

Students will participate in ELL/LLI staff at least 4x week working on using a range of strategies to determine and clarify the meaning of unknown words with grade level text, focusing on ELP standard 8. Weekly exit tickets will be used to monitor progress.



Measurement CFA (Common Formative Assessment)



Date 5/7/2019



Resources Available

Collaboration time for 2nd gr. teachers and ELL staff to collaborate and plan.



Resources Needed

Access to grade level content for ELL teachers.



Responsible

2nd grade teachers and ELL teacher.

GOAL: Decrease % of White & Hispanic in Level 2 from 45% over all to 10% on RC 13, narrative writing, W 3.3.

Students will write narratives using effective techniques, descriptive details and clear event sequences. CCSS W3.2 and ELP standard EP3.



GRADE

3



LEVEL

2



AREA OF FOCUS

Writing



GROUP

White & Hispanic

→ Action Step

Students will receive additional support in 2 small group writing sessions a week focused on characters, sequence, details and descriptions as measured by weekly writing samples based on district and SBA rubric.

→ Action Step

Students will use writer's notebook to create narrative drafts that are reviewed with the teacher in one-on-one conferring and self scored against an district opinion rubric weekly.



Measurement CFA (Common Formative Assessment)



Date 5/7/2019



Resources Available

Literacy Framework/ District writing rubric and Portland Writing unit rubrics.



Resources Needed

Rubric for 3rd gr. Narrative writing, CFA and exit ticket development time with support staff, modeling by instructional coach.



Responsible

3rd grade teachers and support staff

GOAL: Decrease % of Level 1 students in Sp. Ed from 77% to 44% of Level 1 in Competency 10 of the Report Card Competencies.

Report Card Competency 10 is focused on comparing and contrasting the most important points and key details present in two informational texts on the same topic. RL.4.6, RI.4.6 and ELP 6



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading Informational
Text

GROUP


Special Education

➔ Action Step

Students will use vocabulary strategies to define important content words from literary and informational text 1-2 times a week. Exit tickets for this small group will be monitored.

➔ Action Step

Students will participate in ELL reading groups with ELL teacher twice weekly for 3 weeks and use Avid graphic organizers on comparing and contrasting text based on ELP standard 4.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 5/7/2019

Resources Available

Student reading journals, team planning time to create exit tickets and CFA. Time to meet with support staff to modify group or instruction.

Resources Needed

None

 **Responsible**

4th gr. teachers, Title and ELL staff

GOAL: AA Students will analyze multiple accounts of informational text of an event/topic & compare & contrast the information from 0% to 25%. (6/8)

This goal is important because informational texts spreads across multiple content areas and can increase comprehension. RC 10, RI.5.6



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading Informational
Text

GROUP

African American

➔ Action Step

Students receive small group support using Comprehension tool kit, Informational text strategies with classroom teacher. Progress monitored by quick writes/CFA.

➔ Action Step

Students receive small group support 2-3 times a week using Time for Kids and National Geographic information text specific skills with specific sub skills ie. identifying author's purpose. Progress monitored by quick writes/CFA.

Measurement CFA (Common Formative Assessment)

Date 5/7/2019

Resources Available

Common Core Companion

Resources Needed

Summary graphic organizers

Responsible

5th grade teachers, Title teacher and support staff

GOAL: Decrease the % of Hispanic students at a level 2 from 65% to 27% in Numbers and Operations of the RC based on EDGI assessment.

Students will be able to know Compose and decompose numbers from 11 to 19 into ten ones Math.K.NBT.A1



GRADE

K



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

Hispanic &
English Learners

➔ Action Step

Students will use number sense routines like quick images, counting collections and math racks to learn how the name, value and count independently to 5 in small group. Progress will be measured through demonstration CFA weekly.

➔ Action Step

Students will complete at least 30 mins. Week on iReady on line lessons. Progress monitored by pass rate of lessons and minutes on line.



Measurement iReady Growth Monitoring Math



Date 5/7/2019



Resources Available

Math quick images cards, math racks and counting collections



Resources Needed

Continued support for Math Studio work at Mary Lyon.



Responsible

Kindergarten teachers

GOAL: Increase Hispanic students (7 students, 3 approaching, 4 basic) a level in Numbers & Operations as measured by i-

Students will add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10. 1.NBT.C.4



GRADE

1



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

Hispanic

→ Action Step

Students will use strategies such as counting on; making ten, decomposing a number leading to a ten to add numbers with in a 100 in small group with the classroom teacher and ELL staff. Aligned to ELP standard 4. Daily exit tickets will be used to monitor progress and adjust instruction

→ Action Step

Students will use iReady on line assigned lesson that align to 1.NBT.C.4 for 15 minutes 3x week. Teacher will monitor progress weekly on line and meet 1:1 or small group to correct any misconceptions.



Measurement CFA (Common Formative Assessment)



Date 5/7/2019



Resources Available

iReady on line lessons, collaboration time with the 1st grade team to plan exit tickets and CFA's.



Resources Needed

None



Responsible

1st gr. Teachers

GOAL: Decrease the % of White & Sp.Ed students at a Level 2 from 28% to 1% in numbers and operations for RC 6.

Students will add and subtract numbers within 100 in one/two step word problems using multiple strategies. Math.2.OA.A.1



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

White & Special
Education

➔ Action Step

Students use +/- within 100 to solve 1/2 step word problems with adding to, taking from, putting, together, taking apart, and comparing with unknowns in all positions in small group lessons. Monitored by exit tickets daily to adjust instruction.

➔ Action Step

Students will use iReady on line assigned lesson that align to 2.OA.A.1 for 20 minutes 3x week. Teacher will monitor progress weekly on line and meet 1:1 or small group to correct any misconceptions.



Measurement CFA (Common Formative Assessment)



Date 5/7/2019



Resources Available

iReady on line lessons, collaboration time with the 2nd grade team to plan exit tickets and CFA's.



Resources Needed

None



Responsible

2nd Grade Teachers

GOAL: Decrease the % of Hispanic at a Level 2 from 50% to 25 % in Algebraic Thinking, 2.OA.A.1, RC 26

Students will add and subtract numbers within 100 in one/two step word problems using multiple strategies. This is a 2nd gr. standard that has yet to be met by this group of students. Math.2.OA.A.1



GRADE

3



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic

→ Action Step

Students will use +/- a within 100 to solve 1/2 step word problems with adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions in small group lessons based on exit tickets from whole group. Monitored by exit tickets daily to adjust instruction.

→ Action Step

Students will use iReady on line assigned lesson that align to 2.OA.A.1 for 20 minutes 3x week. Teacher will monitor progress weekly on line and meet 1:1 or small group to correct any misconceptions.



Measurement CFA (Common Formative Assessment)



Date 5/7/2019



Resources Available

iReady on line lessons, collaboration time with the 3rd grade team to plan exit tickets and CFA's.



Resources Needed

None



Responsible

3rd Grade & SPED Staff

GOAL: Decrease % of Sp. Ed in RC competency 6 from 77% of total Level 1 to 25% Level 1 t based on iReady.

Students must be able to solve a range of complex problems with applied mathematics, making use of multiple problem solving strategies. Math.4.O4.A.3, Aligns to ELP standard 8



GRADE

4



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP


Special Education

➔ Action Step

Students will learn domain specific words to help guide them in solving word problems in small group lessons based on exit tickets from whole group. Monitored by exit tickets daily to adjust instruction.

➔ Action Step

Students will choose the correct operation to solve word problems in small group lessons based on exit tickets from whole group. Monitored by exit tickets daily to adjust instruction.

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

 **Date** 5/7/2019

Resources Available

Common Core Companion, time for support staff and 4th grade teachers to meet.

Resources Needed

None

 **Responsible**

4th grade teachers and ELL Staff

GOAL: AA students increase ability to represent story problems with matching expressions from 0% to 33% (6/9) measured by CFA/i-ready 5.OA.A.2

Students will increase this ability by being able to match an expression to a story problem using order of operations. This will help increase their understanding of algebraic thinking and reasoning. RC 27 and Math.5.OA.A.2



GRADE

5



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

African American

➔ Action Step

Students will practice taking visual representations and create a numerical expression. Monitored by small group exit tickets daily to adjust instruction.

➔ Action Step

Students will practice comparing equalities of expressions in small group with teacher after core lesson. Monitored by small group exit tickets daily to adjust instruction.



Measurement iSM-Math (iReady Standards Mastery)



Date 5/7/2019



Resources Available

Common Core Companion, time for support staff and 5th grade teachers to meet.



Resources Needed

None



Responsible

5th Grade Teachers