

Franklin Elementary

Continuous Achievement Plan

2018-19 | Q3

Welcome to Franklin's Continuous Improvement Plan! We are excited for the 2018-19 year! At Franklin, we're committed to supporting all students on their academic and social-emotional needs through building strong learning communities. We expect all students to see themselves achieving at high levels and contributing positively in our diverse world. We believe in putting students first, building strong relationships with students and their families, and providing rigorous, engaging learning opportunities. We know that when students feel safe, cared for and heard, they can make significant gains in their learning.

GOAL: Shift 50% (n=2) level 1 Multiracial students (n=4) from below the standard 3.RI.3.2 to approaching as measured by 3rd grade informational text IAB.

These 4 students are level 1 according to the i-Ready diagnostic and are below standard in informational text. This standard is included in claim 1 on the SBA.



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Other/Multiracial

→ Action Step

These students will participate in weekly guided reading groups with informational text.

→ Action Step

Teachers will use DRA progress monitoring, and conferring with goal setting once a week with these students.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 2/1/2019



Resources Available

Guided reading texts, access to i-Ready standards mastery, i-Ready instructional tool, conferring notebooks, classroom library sets, leveled readers K-3 support teacher, instructional coach, LRC teacher and para



Resources Needed

0



Responsible

Shelly Haug, Milo Mowery, Latasha Grant, Kecia Keller, Janel Kageler, Angela Walle, Karen Dawson

GOAL: Shift 43% (n=3) of level 2 White students to a level 3 in informational text as measured by a classroom based assessment targeting 4.RI.9

These 7 students are level 2 according to i-Ready diagnostic in informational text. Goal is to get 3 or more of these students to a level 3 by differentiated instruction with moderately complex grade level text working up to higher complexity text.



GRADE

4



LEVEL

2



AREA OF FOCUS

Research



GROUP

White

→ Action Step

These students will participate in weekly guided reading groups with a focus on informational texts taught by classroom teacher or LRC teacher.

→ Action Step

These students will participate in small skill/strategy groups based on their needs as indicated on exit slips/formative assessment.



Measurement CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 2/1/2019



Resources Available

Guided reading texts, i-Ready instructional tool, conferring notebooks, classroom library sets, leveled readers, priority standards, common core companion, comprehension toolkit, Newsela, instructional coach, LRC teacher and para



Resources Needed

0



Responsible

Yousef Abu-Ulbeh, Stephanie Beardemphl, Heidi Richard, Latasha Grant, Kecia Keller, Janel Kageler, Karen Dawson

GOAL: Shift 50% (n=4) Hispanic and African American students at level 1 to level 2 (on target 11) as measured by ISM 5.RI.9.

These 8 students scored a level 1 on 2017-18 SBA and fall i-Ready diagnostic.



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Hispanic &
African American

→ Action Step

These students will participate in daily guided reading groups at their instructional level led by support staff and/or classroom teacher.

→ Action Step

Teachers will use formative assessment data for these students in order to pull for small skill/strategy groups.



Measurement iSM-Reading (iReady Standards Mastery)



Date 2/1/2019



Resources Available

Guided reading texts, access to i-Ready standards mastery, i-Ready instructional tool, access to IAB assessment, conferring notebooks, classroom library sets, leveled readers, K-3 support teacher, instructional coach, LRC teacher and para



Resources Needed

0



Responsible

Amber Wirth, Yousef Abu-Ulbeh, Stephanie Beardemphl, Heidi Richard, Latasha Grant, Kecia Keller, Janel Kageler

GOAL: Shift 50% (n=3) level 2 Multiracial students (n=6) from level 2 to level 3 on standard 3.0A.A.3 as measured by Engage New York Assessments.

i-Ready diagnostic indicates that these students are at a level 2 (approaching). This standard is part of the Operations and algebraic thinking claim on the SBA.



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures



GROUP

Other/Multiracial

→ Action Step

These students will receive daily small group instruction around the standards of mathematical practices (manipulatives, visuals, tools) based on exit slips by the classroom teacher and/or interventionists.

→ Action Step

These students will use the i-Ready online lessons that are assigned for a minimum of 30 minutes 3 times a week. Teacher will monitor progress online.



Measurement

CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 2/1/2019



Resources Available

i-Ready instructional online tool, TPS curriculum maps, Engage New York Curriculum, TPS priority math standards, math manipulatives, common core companion



Resources Needed

0



Responsible

Shelly Haug, Milo Mowery, Latasha Grant, Kecia Keller, Janel Kageler, Heidi Richard

GOAL: Shift 60% (n=3) level 2 Multiracial and African American students (n=5) to level 3 on domain 4.OA as measured by the IAB.

Fall i-Ready diagnostic shows these 5 students are beginning or approaching the standard.



GRADE

4



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

Other/Multiracial
& African
American

➔ Action Step

Teachers will confer daily with these students based on progress on daily formative assessments.

➔ Action Step

These students will participate in weekly math skill/strategy groups from classroom teachers and/or interventionists.



Measurement IAB Math (Interim Assessment Blocks)



Date 2/1/2019



Resources Available

i-Ready instructional online tool, TPS curriculum maps, TPS priority math standards, math manipulatives, common core companion, white boards, Engage New York Curriculum and exit tickets.



Resources Needed

0



Responsible

Yousef Abu-Ulbeh, Stephanie Beardemphl, Latasha Grant, Kecia Keller, Janel Kageler, Heidi Richard

GOAL: Shift 63% (n=5) of level 2 White and African American students (n=8) to level 3 on Claim 1 target D as measured by ISM.

These students are below standard according to current data and 2017-18 SBA.



GRADE

5



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures



GROUP

White & African
American

➔ Action Step

These students will participate in small differentiated math groups based on daily formative assessments.

➔ Action Step

Students will use the i-Ready instructional tool 45 minutes per week and will be assigned lessons to support this claim.



Measurement iSM-Math (iReady Standards Mastery)



Date 2/1/2018



Resources Available

i-Ready instructional online tool, TPS curriculum maps, TPS priority math standards, math manipulatives, Engage New York Curriculum and exit tickets, common core companion, white boards, markers



Resources Needed

0



Responsible

Amber Wirth, Yousef Abu-Ulbeh, Stephanie Beardemphl, Latasha Grant, Kecia Keller, Janel Kageler, Heidi Richard

GOAL: 60% (32 out of 53) of Hispanic, White, and Multiracial students will be able to read 15 sight words as measured by one-on-one testing (CBA).

The end of kindergarten goal is to know 50 sight words (RF.K.3).



GRADE

K



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

White & Other/Multiracial

→ Action Step

These students will participate in a weekly guided reading group with text that focuses on sight words by classroom teacher and/or interventionist.

→ Action Step

Goal setting/conferring with these students bi-weekly to monitor progress.



Measurement CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 2/1/2019



Resources Available

Guided reading books, leveled readers, core instruction, goal progress reports for families, Reading Eggs, individual book boxes, materials to practice reading words during read-to-self, Data team time, Curriculum maps, priority standards, DRA2, CFAs



Resources Needed

0



Responsible

Aimee Kamla, Nicole Maves, Lorelei O'Connor, Angela Walle, Latasha Grant, Karen Dawson, Heidi Richard, Janel Kageler, Kecia Keller

GOAL: Shift 70% (n=9) level 2 Hispanic students (n=13) one or more DRA levels as measured by DRA2.

After reviewing our i-Ready and DRA2 data, these students will need intentional support and practice with informational text to meet RI.9



GRADE

1



LEVEL

2



AREA OF FOCUS

Reading Informational
Text

GROUP

Hispanic

→ Action Step

These students will receive support in weekly guided reading groups with informational text taught by support staff and/or classroom teachers.

→ Action Step

Teachers will conduct weekly DRA progress monitoring that includes 1:1 conferring and goal setting with these students.



Measurement DRA (Developmental Reading Assessment)



Date 2/1/2019



Resources Available

Common planning time, data team time, DRA kit, progress monitoring materials, guided reading materials, conferring notebook/binder, curriculum maps, classroom libraries, leveled readers, close reading texts



Resources Needed

0



Responsible

Molly Edwards, Brandy McCollim, Karen Dawson, Janel Kageler, Heidi Richard, Angela Walle

GOAL: Shift 44% (n=4) of African American and White students (n=9) from level 2 to level 3 in standard RF2.3 as measured by i-Ready and CBA.

The phonics foundational gap is having an impact on access to informational and literary grade level text



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

African American & White

→ Action Step

These students will receive targeted phonics instruction through weekly intervention groups taught and monitored by classroom teachers.

→ Action Step

These students will use the i-Ready instructional tool 45 minutes per week and will confer 1:1 with their teacher weekly.



Measurement CFA (Common Formative Assessment)



Date 2/1/2018



Resources Available

Priority standards, Portland Writing Units, guided reading materials, i-Ready instructional tool, DRA progress monitoring, classroom libraries, leveled readers, comprehension tool kit, Words their way, phonics framework



Resources Needed

0



Responsible

Andrea Thompson-Benton, Sarah Lane, Heidi Richard, Angela Walle, Karen Dawson, Janel Kageler, Kecia Keller

GOAL: Shift 33% (n=2) of level 1 African American and Hispanic students (n=6) from below to approaching 3.RI.3.2 as measured by IAB.

Students will shift from approaching the standard of reading informational text (comprehension, text features, etc.) to on/above standard.



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading Informational
Text

GROUP

African American
& Hispanic

→ Action Step

These students will receive support in guided reading groups at their instructional level weekly from support staff and/or classroom teacher on how to determine the main idea of an informational text.

→ Action Step

Teachers and students in these subgroups will meet one time per week to 1:1 confer for the purpose of goal setting and monitoring progress on goals.



Measurement

IAB ELA (Interim Assessment Blocks English Language Arts)



Date 2/1/2019



Resources Available

Priority standards, Portland Writing Units, guided reading materials, i-Ready instructional tool, pacing calendars, DRA progress monitoring, classroom libraries, leveled readers, comprehension tool kit



Resources Needed

0



Responsible

Milo Mowery, Shelly Haug, Heidi Richard, Angela Walle, Karen Dawson, Janel Kageler, Latasha Grant, Kecia Keller

GOAL: Shift 50% (n=3) level 1 African American students to level 2 in informational text as measured by CBA targeting 4.RI.9.

These students are a level 1 according to current data. Through differentiated instruction and use of below grade level texts that works up to higher complexity we expect these students to make solid progress.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading Informational
Text

GROUP

African American

➔ Action Step

These students will receive support in guided reading groups at their instructional level weekly from support staff and/or classroom teacher.

➔ Action Step

Teachers and students in this subgroup will meet one time per week to 1:1 confer and will spend 45 minutes per week on the i-Ready instructional tool.



Measurement CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 2/1/2019



Resources Available

Priority standards, Portland Writing Units, guided reading materials, i-Ready instructional tool, DRA progress monitoring, classroom libraries, leveled readers, comprehension tool kit, Newsela



Resources Needed

0



Responsible

Yousef Abu-Ulbeh, Stephanie Beardemphl, Heidi Richard, Latasha Grant, Karen Dawson, Janel Kageler, Kecia Keller

GOAL: Shift 50% (n=4) level 1 White students (n=8) to level 2 in informational text as measured by CBA targeting (5.RI.9).

These students are below or level 1's in comprehending informational text based on current data and Fall i-Ready diagnostic.



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading Informational
Text



GROUP

White

➔ Action Step

These students will receive support in guided reading groups at their instructional level weekly from support staff and/or classroom teacher.

➔ Action Step

Teachers and these students will meet one time per week to 1:1 confer for the purpose of goal setting and monitoring progress on goals and will spend 45 minutes per week on the instructional tool.



Measurement

CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 2/1/2019



Resources Available

Priority standards, Portland Writing Units, guided reading materials, i-Ready instructional tool, DRA progress monitoring, classroom libraries, leveled readers, comprehension tool kit, Newsela, teacher created resources



Resources Needed

0



Responsible

Amber Wirth, Yousef Abu-Ulbeh, Stephanie Beardemphl, Heidi Richard, Janel Kageler, Latasha Grant, Kecia Keller

GOAL: 70% (n=38) of Hispanic, White and Multiracial students (n=53) will be able to score a 3 on K.OA.2, as measured by a CBA rubric.

All kindergarteners are expected to solve addition and subtraction story problems within 10 by the end of kindergarten (K.OA.2). This quarter, students will work toward 5.



GRADE

K



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Other/Multiracial
& White

→ Action Step

These students will participate in a weekly skill/strategy group based on needs determined by formative assessments.

→ Action Step

These students will spend 45 minutes per week on the i-Ready instructional tool and will receive 1:1 conferring 3 times per week.



Measurement

CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 2/1/2019



Resources Available

Math Expressions, classroom materials/manipulatives, math professional development data teams



Resources Needed

0



Responsible

Aimee Kamla, Nicole Maves, Lorelei O'Connor,, Latasha Grant, Janel Kageler, Kecia Keller

GOAL: Shift 70% (n=9) of Hispanic students from level 2 (n=14) to level 3 on 1.OA.1.

Current data indicates that all of these students will need support and practice with algebraic thinking to meet 1.OA.1.



GRADE

1



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic

→ Action Step

These students will receive weekly small group skill instruction based on exit slips taught by classroom teacher and/or interventionist.

→ Action Step

These students will use the i-Ready online lessons that align to 1.OA.1 45 minutes per week. Teachers will monitor progress by checking time spent on task, lessons passed, and 1:1 conferring once a week.



Measurement CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 2/1/2019



Resources Available

i-Ready instructional online tool, TPS curriculum maps, TPS priority math standards, math manipulatives, common core companion, Math Expressions Curriculum



Resources Needed

0



Responsible

Molly Edwards, Brandy McCollim, Karen Dawson, Janel Kageler, Heidi Richard

GOAL: Shift 43% (n=3) of Multiracial students (n=7) from level 2 to 3 in 2.NBT as measured by diagnostic & CBA.

These students will shift from low complexity of skills to moderate/high complexity. Post assessments will be i-Ready diagnostic and CBA.



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10

GROUP

Other/Multiracial

→ Action Step

These students will receive daily small group instruction based on formative assessments.

→ Action Step

These students will use the i-Ready online lessons 45 minutes per week. Teachers will monitor progress by checking time spent on task and lessons passed.



Measurement CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 2/1/2019



Resources Available

i-Ready instructional online tool, TPS curriculum maps, TPS priority math standards, math manipulatives, common core companion



Resources Needed

0



Responsible

Sarah Lane, Andrea Thompson-Benton, Janel Kageler, Heidi Richard, Kecia Keller

GOAL: Shift 40% (n=2) of Multiracial students from level 2 (n=5) to level 3 on standard 3.OA.A.3 as measured by Engage New York assessments.

These students are level 2 based on current data. This standard is included in the operations and algebraic thinking claim on the SBA.



GRADE

3



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Other/Multiracial

→ Action Step

These students will receive daily small group instruction around the standards of mathematical practices (manipulatives, visuals, tools) based on exit slips by the classroom teacher and/or interventionists.

→ Action Step

These students will use the i-Ready online lessons that are assigned for a minimum of 30 minutes 3 times a week. Teacher will monitor progress online.



Measurement

CBA (Classroom-Based Assessment - developed by Washington's OSPI)



Date 2/1/2019



Resources Available

Engage New York Curriculum, exit slips, i-Ready instructional online tool, TPS curriculum maps, TPS priority math standards, math manipulatives, common core companion



Resources Needed

0



Responsible

Milo Mowery, Shelly Haug, Janel Kageler, Heidi Richard, Kecia Keller

GOAL: Shift 63% (n=5) of Multiracial and African American students (n=8) from level 2 to level 3 in 4.0A as measured by IAB.

Current data shows all 8 students at level 2. We expect all students to make progress through core instruction and targeted intervention.



GRADE

4



LEVEL

2



AREA OF FOCUS

Operations & Algebraic Thinking



GROUP

Other/Multiracial & African American

➔ Action Step

Teachers will confer daily with these students based on progress on daily formative assessments.

➔ Action Step

These students will participate in weekly math skill/strategy groups from classroom teachers and/or interventionists.



Measurement IAB Math (Interim Assessment Blocks)



Date 2/1/2019



Resources Available

i-Ready instructional online tool, TPS curriculum maps, TPS priority math standards, math manipulatives, common core companion, Engage New York curriculum and CFAs.



Resources Needed

0



Responsible

Stephanie Beardemphl, Yousef Abu-Ulbeh, Janel Kageler, Heidi Richard, Kecia Keller

GOAL: Shift 75% (n=6) of African American and White students (n=8) from level 2 to level 3 on standard 5.NBT.5 as measured by exit slips and ISM.

Current data indicates that these students are level 2 and will need additional support and practice to move to level 3. This is also important for the SBA.



GRADE

5



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

African American
& White

➔ Action Step

These students will participate in small differentiated math groups based on daily formative assessments.

➔ Action Step

Students will use the i-Ready instructional tool 45 minutes per week and will be assigned lessons to support this standard.



Measurement iSM-Math (iReady Standards Mastery)



Date 2/1/2019



Resources Available

i-Ready instructional online tool, TPS curriculum maps, TPS priority math standards, math manipulatives, common core companion, Engage New York curriculum and exit slips, white boards, markers



Resources Needed

0



Responsible

Amber Wirth, Yousef Abu-Ulbeh, Stephanie Beardemphl, Janel Kageler, Heidi Richard, Kecia Keller