

Boze Elementary

Continuous Achievement Plan

2018-19 | Q4

Welcome to Boze Elementary, Home of the Bobcats. At Boze, students learn through an educational approach called STEAM by TAF. STEAM by TAF is project-based learning that incorporates science, technology, engineering, art, and mathematics into authentic learning experiences that integrate grade level standards. STEAM by TAF is designed to accelerate students' achievement through adhering to the Five Pillars of TAF: Ensuring Equity, Interdisciplinary PBL, STEAM Integration, Educational Technology, and College Readiness. We seek to help each student meet or exceed standards while giving them an engaging and relevant learning experience. Teachers and students create goals, monitor their progress, and implement action plans to ensure all students make academic progress.

GOAL: Decrease the percentage of English Learners students in level 2 for Reading (Claim 1) from 16 (21% of the grade level) to 8 (11%).

Informational Texts require students to use illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (RI-7).



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading



GROUP

English Learners

→ Action Step

Teachers will teach students how to code informational texts by highlighting the where, when, why, and how key events occur and descriptive words (adjectives/adverbs) during small group 2 to 3 times a week (ELP.2-3.1 & RI.7).

→ Action Step

EL teachers will have students orally ask and answer where, when, why, and how questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer (ELP.2-3.1 & RL.1).



Measurement iReady-Reading (iReady Universal Screener)



Date 5/15/2019



Resources Available

Literacy Framework

i-Ready Lessons

i-Ready Standards Mastery



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

English Language Learner Teacher: Ms. Yoo

Classroom Teachers: Mrs. Lake, Mrs. Johnson, & Mrs. Spivey, Mrs. Crowder (Adjustment for Q4 for include identifying key words and details within questions 2.7.19).

GOAL: Decrease the percentage of English Learners in level 2 for Reading (Claim 1) from 12 (19% of the grade level) to 6 (10%).

Students will learn skills that help them determine the meaning of unknown and multiple-meaning words and phrases based on grade level content (L.4.4).



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading



GROUP

English Learners

➔ Action Step

Classroom teachers will instruct EL students three times a week for 15 minutes in common grade-appropriate Greek and Latin affixes and roots as clues to determining the meaning of words during small group (ELP.4-5.1 & L.4.4). See Vocabulary Through Morphemes, Susan Ebbers Pg. 224-229.

➔ Action Step

Title I Staff will instruct EL students in the use Vocabulary Maps (Step Up to Writing page 9-30) with illustrations for grade level content words with common grade appropriate Greek and Latin affixes and roots one time a week for 15 minutes in small group (ELP.4-5.1 & L.4.4)



Measurement iReady-Reading (iReady Universal Screener)



Date 5/15/2019



Resources Available

Literacy Framework

i-Ready Lessons

i-Ready Standards Mastery



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Title I: Ms. Araujo, Fourth Grade: Mrs. Thompson, Ms. Hendrix, & Mrs. Aaron (Adjustments for Q4 include teaching students a wider variety of suffixes, prefixes, and affixes (2.7.19).

GOAL: Decrease the percentage of Hispanic students in level 2 for Reading (Claim 1) from 19 (27% of the grade level) to 10 (10%).

Students will learn skills that help them determine the meaning of unknown and multiple-meaning words and phrases based on grade level content (L.5.4).



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading



GROUP

Hispanic

➔ Action Step

Classroom teachers will instruct Hispanic students three times a week for 15 mins. in common grade-appropriate Greek and Latin affixes and roots as clues to determining the meaning of words during small group (ELP.4-5.8 & L.5.4). See Vocabulary Through Morphemes, Susan Ebbers Pg. 224-229.

➔ Action Step

Title I Staff will instruct Hispanic students in the use Vocabulary Maps (Step Up to Writing page 9-30) with illustrations for grade level content words with common grade appropriate Greek and Latin affixes and roots one time a week for 15 mins. in small group (ELP.4-5.8 & L.5.4).



Measurement iReady-Reading (iReady Universal Screener)



Date 5/15/2019



Resources Available

Literacy Framework

i-Ready Lessons

i-Ready Standards Mastery



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Title I Ms. Araujo, Fifth Grade: Mrs. Hundley, Ms.Powers, & Ms. Emerson (Q4 adjustments include teaching students to define words with a graphic organizer 2.7.19).

GOAL: Decrease percentage of Hispanic students in level 2 for Math (Claim 1: Concepts & Procedures) from 25 (32.8% of the grade level) to 13 (16%).

To meet grade level standard, students use the four operations of addition, subtraction, multiplication, and division to solve two-step word problems (3.O.A.D.8).



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures



GROUP

Hispanic

→ Action Step

Teachers will work with small groups 2x/ wk for 15 minutes on two-step word problems. Teachers will help students represent these problems using equations with a letter standing for the unknown quantity and have students restate questions in own words (Common Core Companion Pg. 22-23).

→ Action Step

Once a week for 15 minutes, Support Staff will help students identify the question, known information, and unknown information to solve two-step word problems.



Measurement iReady-Math (iReady Universal Screener)



Date 2/13/2019



Resources Available

i-Ready Online Lesson, i-Ready Standards Mastery, Math Priority Standards, Common Core State Standards, The Common Core Mathematics Companion



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Classroom Teachers: Mrs. Lake, Mrs. Johnson, & Mrs. Spivey (Q4 adjustments: have students restate problems in their own words and underline important and unknown information 2.7.19).

GOAL: Decrease the percentage of Hispanic students in level 2 for Math (Claim 1: Concepts & Procedures) from 17 (26.9% of the grade level) to 9 (13%).

To meet grade level standard, students use the operations of addition, subtraction, multiplication, and division with whole numbers to solve multi-step word problems (4.OA.A.3-2).



GRADE

4



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

Hispanic

➔ Action Step

Classroom teacher will conduct two math seminars a week for 15 minutes to provide students with opportunities to discuss their strategies and solution process with pictures, words, or numbers (Common Core Mathematics Companion, pg. 36).

➔ Action Step

Twice a week for 15 minutes, teachers will have students use a t-chart with known and unknown information from problems labeled. Students will identify the question.



Measurement iReady-Math (iReady Universal Screener)



Date 2/13/2019



Resources Available

i-Ready Online Lesson, i-Ready Standards Mastery, Math Priority Standards, Common Core State Standards, The Common Core Mathematics Companion



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Title I Ms. Araujo, Fourth Grade: Mrs. Thompson, Ms. Hendrix, & Mrs. Aaron (Adjustments for Q4: teachers will not address conversions for q4, but will solely focus on use of number lines for measurement (2.7.19).

GOAL: Decrease the percentage of Special Education students in level 1 for Math (Claim 1: Concepts & Procedures) from 10 (14% of grade level) to 5 (7%).

To meet grade level standard, students add and subtract fractions in word problems (5.NF.2).



GRADE

5



LEVEL

1



AREA OF FOCUS

Concepts and
Procedures

GROUP

Special Education

➔ Action Step

Once a week for 20 minutes, teachers will help students construct conceptual models to represent addition or subtraction problems to substantiate their answers in lowest terms (The Common Core Mathematics Companion, pg. 154).

➔ Action Step

Twice a week for 15 minutes students with LRC support will look at problems with the wrong answer and explain why the sum or difference doesn't make sense using models, pictures, and numbers (The Common Core Mathematics Companion, pg. 154).



Measurement iReady-Math (iReady Universal Screener)



Date 5/15/2019



Resources Available

i-Ready Online Lesson, i-Ready Standards Mastery, Math Priority Standards, Common Core State Standards, The Common Core Mathematics Companion

Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Title I Ms. Araujo, Fifth Grade: Mrs. Hundley, Ms. Powers, & Ms. Emerson (Q4 adjustments include will include teaching students how to reduce fractions to lowest terms with unlike denominators 2.7.19).

GOAL: Decrease the percentage of Hispanic students in level 2 Reading Foundational Skills from 13 (23% of grade level) to 7 (11.5%). K.RF.4

Students develop a purpose and understanding of emergent-reader texts. Independently read emergent-reader texts with purpose and understanding.



GRADE

K



LEVEL

2



AREA OF FOCUS

Reading Foundational
Skills

GROUP

Hispanic

→ Action Step

Classroom teacher will work with Hispanic students three times a week in small groups for ten minutes on high-frequency words. Teachers will track sight word obtainment and share with students monthly.

→ Action Step

Three times a week, students will identify unknown words from shared readings for clarification. Teacher will then ask questions about the words to test students' understanding of words. Teacher will record words for further study.



Measurement DRA (Developmental Reading Assessment)



Date 5/15/2019



Resources Available

Literacy Framework

Data Teams

Data Check-ins



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Classroom Teachers: Mrs. Hungria, Mrs. Pansevicius, & Mrs. Kim, Mrs. Crowder (Q4 adjustments include deeper analysis of CFA data to increase the number of students meeting standard and adjusting the rubric 2.7.19).

GOAL: Decrease the percentage of Hispanic students in level 1 Reading Foundational Skills from 24 (37.5%% of grade level) to 12 (18.7%). 1.RF.4

This goal is about independently reading with sufficient accuracy and fluency to support comprehension.



GRADE

1



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

Hispanic

→ Action Step

Classroom teacher will have Hispanic students complete the gist by verbally stating the beginning, middle, end, setting, and character names during small group twice a week.

→ Action Step

Once a week, students use stems to make predictions and support or refute their initial predictions. Prediction: I predict that this is going to be about... because... & Based on what I have read, I know that this story is actually about... because...



Measurement iReady-Reading (iReady Universal Screener)



Date 5/15/2019



Resources Available

Literacy Framework

Data Teams

Data Check-ins



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Classroom Teachers: Mrs. Tevis-Dickmann, Mrs. Hargis, Ms. Stavig, and Mrs. Crowder (Q4 adjustments include stating the beginning, middle, end, setting, and character names during small group twice a week 2.6.19).

GOAL: Decrease the percentage of Hispanic students in level 2 ELA/Writing from 22 (32.8% of grade level) to 11 (9.3%).

2.W.7

Students participate in shared research and writing project.



GRADE

2



LEVEL

2



AREA OF FOCUS

Writing



GROUP

Hispanic

→ Action Step

Twice a week during independent reading, students will use sticky notes to record new facts and questions to help them identify and recall important information and teach students look-back-citation in reading to provide evidence for answers

→ Action Step

Once a week, students compile sticky notes and sort into categories and determine next steps to support their research project.



Measurement

iReady-Reading (iReady Universal Screener)



Date

5/15/2019



Resources Available

Literacy Framework

i-Ready Lessons

i-Ready Standards Mastery



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Classroom Teachers: Mrs. Riley, Ms. Bentley, Ms. Murray, and Mrs. Crowder (Q4 adjustments: teach students look-back-citation in reading to provide evidence for answers 2.7.19).

GOAL: Decrease the percentage of Hispanic students in level 2 ELA/Writing from 25 (32.8% of the grade level) to 13 (16.4%).

3.W.3

Students learn to use the writing process to develop narratives with effective details and clear sequences by using temporal words for sequencing events and descriptive words for providing clear detail.



GRADE

3



LEVEL

2



AREA OF FOCUS

Writing



GROUP

Hispanic

→ Action Step

Three times a week, teacher will guide students in generating narrative quick-writes that incorporate descriptive words from shared readings to describe story details by including adverbs in addition to adjectives.

→ Action Step

Support staff will provide students with a list of temporal words to use for sequencing events in oral story-telling and narratives.



Measurement

iReady-Reading (iReady Universal Screener)



Date 5/15/2019



Resources Available

Literacy Framework

i-Ready Lessons

i-Ready Standards Mastery



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

EL Teacher: TBD

Classroom Teachers: Mrs. Lake, Mrs. Johnson, & Mrs. Spivey, Mrs. Crowder, & Mrs. Yoo (For Q4 teachers will add adverbs for descriptive writing 2.7.19).

GOAL: Decrease the percentage of Hispanic students in level 2 Reading Language from 17 (26.9% of grade level) to 9(13%).

4.L.3

Students learn how to use knowledge of language and its conventions when writing, speaking, reading, or listening.



GRADE

4



LEVEL

2



AREA OF FOCUS

Language



GROUP

Hispanic

➔ Action Step

Once a week, teachers guide students in the use of CUPS to edit their writing: Capitalization; comma usage; subject verb agreement; use of a period to make a statement; spell common grade level words correctly (Step Up to Writing 7-6 & 7-7). (2.7.19)

➔ Action Step

Classroom teacher works with students once a week for 15 minutes on sentence variety through comparisons, phrases, and compound sentences (Step Up to Writing 6-22).



Measurement iReady-Reading (iReady Universal Screener)



Date 5/15/2019



Resources Available

Literacy Framework

i-Ready Lessons

i-Ready Standards Mastery



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Title I Ms. Araujo, Fourth Grade: Mrs. Thompson, Ms. Hendrix, & Mrs. Aaron (Adjustments for Q4 include developing appropriate usage of commas in written work (2.7.19).

GOAL: Decrease the percentage of Hispanic students in level 2 for Reading (Claim 1) from 19 (27% of the grade level) to 10 (10%). 5.L.3

Students learn how to use knowledge of language and its conventions when writing, speaking, reading, or listening.



GRADE

5



LEVEL

2



AREA OF FOCUS

Language



GROUP

Hispanic

➔ Action Step

Once a week, teachers guide students in the use of CUPS to edit their writing: Capitalization of proper names/places; subject verb agreement; use of a period to make a statement; spell common grade level words correctly and track development in a portfolio (Step Up to Writing 7-6 & 7-7).

➔ Action Step

Classroom teacher works with students once a week for 15 minutes on sentence variety through comparisons, phrases, and compound sentences (Step Up to Writing 6-22).



Measurement iReady-Reading (iReady Universal Screener)



Date 5/15/2019



Resources Available

Literacy Framework

i-Ready Lessons

i-Ready Standards Mastery



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Title I Ms. Araujo, Fifth Grade: Mrs. Hundley, Ms. Powers, & Ms. Emerson (Q4 adjustments include creation of a portfolio of edited works to track develop over time 2.7.19).

GOAL: Decrease the percentage of English Learner students in level 2 Math Counting & Cardinality from 16 (28.5% of grade level) to 8 (14%). K.CC.B.4

Students learn number names and the count sequence up to 100 (K.CC.A.1). Student counts 20 objects with one to one correspondence.



GRADE

K



LEVEL

2



AREA OF FOCUS

Counting & Cardinality



GROUP

English Learners

→ Action Step

Five times a week, teachers will have English Learners orally count one object on to a set of 10 or more, by consistently stating the number without having to recount starting from 1.

→ Action Step

Three times a week, EL teachers will guide students in saying the number names as they count objects with one to one correspondence to 20 or more.



Measurement iReady-Math (iReady Universal Screener)



Date 5/15/2019



Resources Available

Math Expressions
Engage New York
Math Priority Standards



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Classroom Teachers: Mrs. Hungria, Mrs. Pansevicius, Mrs. Kim, Mrs. Crowder, & Mrs. Yoo (Q4 adjustments include deeper analysis of student CFA data to increase the amount of students meeting standard 2.7.19).

GOAL: Decrease percentage of Hispanic students in level 2 for Math Number and Operations in base 10 from 24 (37.5% of grade level) to 12 (18.5%). NBT.C.4

Students use place value strategies to add and subtract within 100.



GRADE

1



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

Hispanic

→ Action Step

Daily, teachers will use concrete materials, linking cubes, ten frames, and straws to develop strategies for adding and subtracting one- and two-digit numbers without the standard algorithm and increase odd number representation (The Common Core Mathematics Companion Pg. 90, 198, & 215).

→ Action Step

Interventionist teach the use of ten frames with numerals labeled to add and subtract one-digit and two-digit numbers three times a week for ten minutes (The Common Core Mathematics Companion Pg. 198).



Measurement iReady-Math (iReady Universal Screener)



Date 5/15/2019



Resources Available

Math Expressions
Engage New York
Math Priority Standards



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Classroom Teachers: Mrs. Tevis Dickmann, Mrs. Hargis, Ms. Stavig and Title I Ms. Araujo (Q4 adjustments include increase what is required to meet standard by adjusting the rubric 2.6.19).

GOAL: Decrease the percentage of Hispanic students in level 2 for Math Geometry from 22 (32.8% of grade level) to 11 (16%). 2.G.A.2 & 2.G.A.3

Students learn to partition a rectangle into equal-sized squares and count totals by teaching students to trace tiles, color code lines that were drawn, and transfer to graph paper.



GRADE

2



LEVEL

2



AREA OF FOCUS

Geometry



GROUP

Hispanic

→ Action Step

Teachers will help students understand that shapes don't change based on orientation by equally partitioning a rectangle into squares and using rows and columns language such as two rows and four columns for the number of squares versus four rows and two columns two times a wk. in small groups.

→ Action Step

Support staff will help students partition rectangles into two, three, or four equal shares and label shares with halves, thirds, and fourths twice a week, during small group.



Measurement iReady-Math (iReady Universal Screener)



Date 5/15/2019



Resources Available

Math Expressions
Engage New York
Math Priority Standards



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Classroom Teachers: Mrs. Riley, Ms. Murray, Ms. Bentley, Title I Ms. Aaujo (Q4 adjustments include teaching students to trace tiles, color code lines that were drawn, and transfer to graph paper 2.7.19).

GOAL: Decrease the percentage of Hispanic students in level 2 for Math Measurement and Data from 25 (32.8% of grade level) to 13 (16%). 3.MD.D.8

Students learn the difference between perimeter and area and use the terms appropriately when identifying polygons.



GRADE

3



LEVEL

2



AREA OF FOCUS

Measurement and Data



GROUP

Hispanic

→ Action Step

Twice a week teachers will help students solve authentic problems involving perimeter and area of polygons without the use of square in light of missing side dimensions (3.MD.C.6 & 3.MD.D.8).

→ Action Step

Teachers will spend 15 minutes per week reviewing and co-creating definitions with models of the following mathematical terms: distributive property, area, square unit, tiling, length, width, and rectilinear (The Common Core Mathematical Companion, pg. 191).



Measurement iReady-Math (iReady Universal Screener)



Date 5/15/2019



Resources Available

Math Expressions
Engage New York
Math Priority Standards



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

EL Teacher: TBD
Classroom Teachers: Mrs. Lake, Mrs. Johnson, & Mrs. Spivey, Mrs. Crowder (Q4 adjustments: teachers will instruct students in finding the perimeter and area without squares in light of missing side dimensions 2.7.19).

GOAL: Decrease the percentage of Hispanic students in level 2 for Math Measurement and Data from 17 (26.9% of grade level) to 9 (13%). 4.MD.A.2

Students learn how to solve word problems involving distance, time, volume, mass, and money.



GRADE

4



LEVEL

2



AREA OF FOCUS

Measurement and Data



GROUP


Hispanic

➔ Action Step

Twice a week, teachers will work with Hispanic students to determine the most important information from a word problem to solve and explain their thinking of measurement with a number line. (The Common Core Mathematics Companion, pg. 201). (2.7.19)

➔ Action Step

Twice a week for 15 minutes, teachers will have students use a t-chart with known and unknown information from problems labeled. Students will identify the question.

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

 **Date** 5/15/2019

Resources Available

Math Expressions
Engage New York
Math Priority Standards

Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.

 **Responsible**

Title I Ms. Araujo, Fourth Grade: Mrs. Thompson, Ms. Hendrix, & Mrs. Aaron

GOAL: Decrease percentage of Special Education students in level 1 for Math Number and Operations Fractions from 10 (14% of grade level) to 5 (7%) 5.NF.A.2

To meet grade level standards, students add and subtract fractions in real world word problems (5NF.2).



GRADE

5



LEVEL

1



AREA OF FOCUS

Number and Operations
Fractions



GROUP

Special Education

➔ Action Step

Once a week for 20 minutes, teachers will help students construct conceptual models to represent addition or subtraction problems to substantiate their answers in lowest terms (The Common Core Mathematics Companion, pg. 154).

➔ Action Step

Twice a week for 15 minutes, students with LRC support will look at problems with the wrong answer and explain why the sum or difference doesn't make sense using models, pictures, and numbers (The Common Core Mathematics Companion pg. 154).



Measurement iReady-Math (iReady Universal Screener)



Date 5/15/2019



Resources Available

Math Expressions
Engage New York
Math Priority Standards



Resources Needed

To meet this goal, teachers and administration will conduct monthly Data Check-ins using a sentence stem protocol to analyze students' common formative assessments (formative), i-Ready Assessments (summative), and develop action steps to accelerate students' learning.



Responsible

Title I Ms. Araujo, Fifth Grade: Mrs. Hundley, Ms. Powers, & Ms. Emerson (Q4 adjustments include will include teaching students how to reduce fractions to lowest terms with unlike denominators 2.7.19).