

Mann Elementary

Continuous Achievement Plan

2018-19 | Q4

Our mission is to empower all students to apply their acquired skills and knowledge, and to rely upon their personal attributes to lead productive lives and to become contributing members of the global community. Our mission is to provide a high-quality, comprehensive, and meaningful education for all students.

GOAL: Hispanic students will increase from 53% to 70% in their ability to determine the meaning of an unknown word in a text

3. Students in 3rd grade will increase from 53% to 70% in their ability to determine the meaning of an unknown word in a text as measured by exit tasks given by 02/28/2019.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading



GROUP

Hispanic

→ Action Step

Students will be assessed daily through core instruction. Teacher will create and take an active part in monthly Strategic Planning

→ Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.



Measurement iReady-Reading (iReady Universal Screener)



Date 6/1/2019



Resources Available

Core instruction, strategic plans, intervention systems and structures.



Resources Needed

None



Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: Decrease the number of African American students in level 1 by 25% (8.3% per quarter)

African American students will increase their overall ability to demonstrate understanding in reading by use text features and details to support their thinking in multiple literary types.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading



GROUP


African American

Action Step

Students will be assessed daily through core instruction. Teacher will create and take an active part in monthly Strategic Planning

Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.

 **Measurement** SBA-ELA (Smarter Balanced Assessment - English Language Arts)

 **Date** 6/1/2019

Resources Available

Core instruction, strategic plans, intervention systems and structures.

Resources Needed

None

 **Responsible**

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: Hispanic students will increase from 0% to 50% in their ability quote accurately from text when explaining what the text

Students in 5th grade will increase from 0% to 50% in their ability to determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes in a multiple select question by January 23rd as measured by a multiple select exit task



GRADE

5



LEVEL



AREA OF FOCUS

Reading



GROUP

Hispanic

Action Step

Students will be assessed daily through core instruction. Teacher will create and take an active part in monthly Strategic Planning

Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.

 **Measurement** SBA-ELA (Smarter Balanced Assessment - English Language Arts)

 **Date** 6/1/2019

Resources Available

Core instruction, strategic plans, intervention systems and structures.

Resources Needed

None

 **Responsible**

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: 28% of our level 2 Hispanic students will increase to a level or higher. (9.3%)

Hispanic students in 3rd grade will increase by 28% in their ability to subtract multi digit numbers with ungrouping as measured by an exit task administered by February 28th, 2019



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures



GROUP

Hispanic

Action Step

Students will be assessed daily through core instruction. Teacher will create and take an active part in monthly Strategic Planning

Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.



Measurement SBA-Math (Smarter Balanced Assessment)



Date 6/1/2019



Resources Available

Core instruction, strategic plans, intervention systems and structures.



Resources Needed

Continued focused on Mathematic Mindsets



Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: Decrease the number of African American students in level 1 by 25% (8.3%)

Students in 4th grade will increase from 32% to 70% (16 out of 23) in their ability to correctly solve a division problem involving a 4-digit dividend divided by a 1-digit divisor



GRADE

4



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP


African American

Action Step

Students will be assessed daily through core instruction. Teacher will create and take an active part in monthly Strategic Planning

Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.

 **Measurement** SBA-Math (Smarter Balanced Assessment)

 **Date** 6/1/2019

Resources Available

Core instruction, strategic plans, intervention systems and structures.

Resources Needed

Continued focused on Mathematic Mindsets

 **Responsible**

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: The girls will increase from 50% to 80 % in their ability to add fractions with unlike denominators.

Student will increase their ability to apply their understanding of mathematical concepts and procedures to level mathematical problem type.



GRADE

5



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures



GROUP


Hispanic

Action Step

Students will be assessed daily through core instruction. Teacher will create and take an active part in monthly Strategic Planning

Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.

 **Measurement** SBA-Math (Smarter Balanced Assessment)

 **Date** 6/1/2018

Resources Available

Core instruction, strategic plans, intervention systems and structures.

Resources Needed

Continued focused on Mathematic Mindsets

 **Responsible**

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: Increase the percentage of students entering kindergarten by 10%.

Only 33.3% of our kindergarten students come in kindergarten ready, however 54.2% of kindergarten as a whole come kindergarten ready.



GRADE

K



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Other/Multiracial

1

➔ Action Step

Students will be assessed daily through core instruction. Teacher will create and take an active part in monthly Strategic Planning

➔ Action Step

0



Measurement

WaKIDS (Washington Kindergarten Inventory of Developing Skills)



Date 6/1/2019



Resources Available

WaKids



Resources Needed

WaKids PD if needed for new hires and classroom coaches/admin.



Responsible

Principal, dean of instruction and coach.

GOAL: 25% of our Hispanic students will move from level 2 to level 3 in their reading foundational skills.

Students will be able to fluently read literary and information text.



GRADE

1



LEVEL

2



AREA OF FOCUS

Reading Foundational
Skills



GROUP

Hispanic

Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in monthly Strategic Planning

Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

Current materials and documents provided from C & I



Resources Needed

0



Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: 25% of our Hispanic students will move from level 2 to level 3 in their reading foundational skills.

Students will be able to fluently read literary and information text.



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Foundational
Skills



GROUP

Hispanic

→ Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in monthly Strategic Planning

→ Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

Current materials and documents provided from C & I



Resources Needed

0



Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: Moving 25% from level 2 to level 3

Student will demonstrate an understanding through their ability to retell the story and provided key details to support. Multiple text types will be used.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP


African American

Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in monthly Strategic Planning

Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 6/1/2019

Resources Available

Current materials and documents provided from C & I

Resources Needed

None

 **Responsible**

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: Moving 25% from level 2 to level 3

30.5% of our current African American students are currently at a level two in their overall ability to access grade level text.



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

African American

➔ Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in monthly Strategic Planning

➔ Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.

Measurement CFA (Common Formative Assessment)

Date 6/1/2019

Resources Available

Current materials and documents provided from C & I

Resources Needed

None at this time.

Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: Moving 25% from level 2 to level 3

55% of our current Hispanic students are currently at a level two in their overall ability to access grade level text.



GRADE

5



LEVEL

2



AREA OF FOCUS

Reading Literature



GROUP

Hispanic

➔ Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in monthly Strategic Planning

➔ Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.

Measurement CFA (Common Formative Assessment)

Date 6/1/2019

Resources Available

Current materials and documents provided from C & I

Resources Needed

None at this time.

Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, Interventionist and SPED teacher if applicable.

GOAL: Increase the percentage of students entering kindergarten by 10%.

Only 16.7% of our kindergarten students come in kindergarten ready, however 30.5% of kindergarten as a whole come kindergarten ready.



GRADE

K



LEVEL

2



AREA OF FOCUS

Counting & Cardinality



GROUP

Other/Multiracia
|

→ Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in monthly Strategic Planning

→ Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.



Measurement WaKIDS (Washington Kindergarten Inventory of Developing Skills)



Date 6/1/2019



Resources Available

WaKids



Resources Needed

WaKids PD if needed for new hires and classroom coaches/admin.



Responsible

Principal, dean of instruction and coach.

GOAL: Increase the number of Level 3 students by 15%

Currently 39% of our students end the year at a level 2 understanding of base 10.



GRADE

1



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

Hispanic

→ Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in monthly Strategic Planning

→ Action Step

Based on daily data teachers will then restructure their 90 minute instructional core to meet the needs. Small group instruction will be based on the previous days data.

Measurement CFA (Common Formative Assessment)

Date 6/1/2019

Resources Available

Prioritized standards, strategic plans, CA's , Exit tickets, data trackers, TPS online tools.

Resources Needed

Continued PD and implementation support around boaler and Tang.

Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, and SPED teacher if applicable.

GOAL: Increase the the % of level 3 students from 41% to 55% in their ability to demonstrate proficiency on numbers and operations.

Currently 34% of our Hispanic students are level 2, where the the grade level as whole are at 20.41%



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

African American

→ Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in montly Strategic Planning

→ Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.



Measurement iReady-Math (iReady Universal Screener)



Date June 2019



Resources Available

Prioritized standards, strategic plans, CA's , Exit tickets, data trackers, TPS online tools.



Resources Needed

Continued PD and implementation support around boaler and Tang.



Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, and SPED teacher if applicable.

GOAL: Increase the the % of level 3 students from 38% to 55% in their ability to demonstrate proficiency on numbers and operations.

Currently 58% of our African American students are at level, where the rest of the grade level is 20.68%



GRADE

3



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions



GROUP

African American

→ Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in monthly Strategic Planning

→ Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.



Measurement iReady-Math (iReady Universal Screener)



Date 6/1/2019



Resources Available

Prioritized standards, strategic plans, CA's , Exit tickets, data trackers, TPS online tools.



Resources Needed

Continued PD and implementation support around boaler and Tang.



Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, and SPED teacher if applicable.

GOAL: Increase the the % of level 3 students from 33% to 53% in their ability to demonstrate proficiency on numbers and operations.

Currently 47% of our African American students in grade 4 are at a level 2. However the grade as a whole is at 20.64% level 2



GRADE

4



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions



GROUP

➔ Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in montly Strategic Planning

➔ Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.

Measurement iReady-Math (iReady Universal Screener)

Date 6/1/2019

Resources Available

Prioritized standards, strategic plans, CA's , Exit tickets, data trackers, TPS online tools.

Resources Needed

Continued PD and implementation support around boaler and Tang.

Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, and SPED teacher if applicable.

GOAL: Increase the the % of level 3 students from 29% to 49% in their ability to demonstrate proficiency on numbers and operations.

Currently 66% of our white students are at a level 2 and 29% are at a level 3. All other sub groups had few than 66% if students at level 2.



GRADE

5



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions



GROUP

➔ Action Step

Students will be assessed daily through core instruction. Daily small group instruction will be based on current need ELA Claim 1 or foundational reading skills. Teacher will create and take an active part in montly Strategic Planning

➔ Action Step

Intervention groups will be assigned by skill and/or a gap in understanding. These groups will vary based on grade level needs.

Measurement iReady-Math (iReady Universal Screener)

Date 6/1/2015

Resources Available

Prioritized standards, strategic plans, CA's , Exit tickets, data trackers, TPS online tools.

Resources Needed

Continued PD and implementation support around boaler and Tang.

Responsible

Taj Jensen: Principal, Christine Kelly: Dean of Instruction, Classroom Teacher, and SPED teacher if applicable.