

Stafford Elementary

Continuous Achievement Plan

2018-19 | Q4

This plan outlines the precise steps that the Stafford staff will follow to close the achievement gap for our students. By using multiple data sources we are able to determine the needs of each student prior to their walking through our doors, and develop plans to help our students excel. The goals in this document were set collaboratively with stakeholders of our school.

GOAL: Tier 3 students will improve from below standard to approaching (3.W.1) in narrative writing.

Description: Targeted students will get intentional small group and 1:1 instruction around supporting narrative writing.



GRADE

3



LEVEL

1



AREA OF FOCUS

Writing



GROUP


English Learners

→ Action Step

Goal setting with common grading tool including student self-assessment

→ Action Step

whole group, small group, and 1:1 conferring instruction; intentional peer writing partners, common graphic organizers, PLC work around writing progress monitoring

 **Measurement** CFA (Common Formative Assessment)

 **Date** 1/31/2019

Resources Available

0

Resources Needed

0

 **Responsible**

3rd grade team, ELL teacher, Interventionists, Coach, admin, parents

GOAL: Students one year below grade level in Vocab domain on i-Ready winter diagnostic will improve 1 grade level by spring iReady diagnostic.

Target students will get intentional small group and 1:1 instruction around increasing vocabulary skills.



GRADE

4



LEVEL

2



AREA OF FOCUS

Writing



GROUP

English Learners

➔ Action Step

Goal setting based on results of January i-Ready diagnostic vocabulary domain

➔ Action Step

Whole group, small group, 1:1 conferring, intentional peer partners, graphic organizers, PLC work around vocabulary



Measurement CFA (Common Formative Assessment)



Date 1/31/2019



Resources Available

0



Resources Needed

0



Responsible

4th grade team, ELL teacher, Interventionists, Coach, admin, parents

GOAL: Level 2 students will move from a 2 to a 3 on standard 5.W.1 by citing sources and using textual evidence to support their reasons.

0



GRADE

5



LEVEL

2



AREA OF FOCUS

Writing



GROUP

English Learners

➔ Action Step

Target students will get intentional small group and 1:1 instruction around supporting their opinions with specific reasons.

➔ Action Step

whole group, small group, and 1:1 conferring instruction; intentional peer writing partners, common graphic organizers, PLC work around writing progress monitoring



Measurement CFA (Common Formative Assessment)



Date 1/31/2019



Resources Available

0



Resources Needed

0



Responsible

5th grade team, ELL teacher, Interventionists, Coach, admin, parents

GOAL: Tier 2 students will improve their multiplication facts from approaching to meeting standards

0



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

English Learners

→ Action Step

Pre-assess their multiplication facts by having them write out a multiplication table on grid paper.

→ Action Step

Students will be given different opportunities to practice multiplication facts.



Measurement iSM-Math (iReady Standards Mastery)



Date 1/31/2019



Resources Available

45 minute Math/Art integration weekly, iSM, IAB, iready instructional lessons,



Resources Needed

0



Responsible

3rd grade team, ELL teacher, Interventionists, Coach, admin, parents

GOAL: Students one year below grade level in Measurement domain on i-Ready diagnostic will improve 1 grade level

Target students will get intentional small group and 1:1 instruction around measurement standards



GRADE

4



LEVEL

2



AREA OF FOCUS

Modeling and Data
Analysis

GROUP

English Learners

➔ Action Step

Goal setting based on results of January i-Ready diagnostic measurement domain

➔ Action Step

30 minute intervention based around geometry & daily exit ticket & 1x/week 45 minute math standards based integrated art lessons around geometry, daily exit tickets to inform instruction, focused intentional core instruction



Measurement IAB Math (Interim Assessment Blocks)



Date 1/31/2019



Resources Available

iSM, IAB, iready instructional lessons, 1x/week 45 minute math standards based integrated art lessons



Resources Needed

0



Responsible

4th grade team, Interventionists, Coach, admin, parents

GOAL: All target students will get 70% or higher on 5.NF.B.4 as measured by i-Ready Standards Mastery.

0



GRADE

5



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

English Learners

➔ Action Step

student intentional goal setting based off of iSM pretest

➔ Action Step

30 minute intervention based around geometry & daily exit ticket & 1x/week 45 minute math standards based integrated art lessons around geometry, daily exit tickets to inform instruction, focused intentional core instruction



Measurement iSM-Math (iReady Standards Mastery)



Date 1/31/2019



Resources Available

iSM, IAB, iready instructional lessons,



Resources Needed

0



Responsible

Classroom teachers, intervention team, Title 1 art/math integration

GOAL: Level 1 English Learners will move from a 1 to a 2 on the report card rubric on standard K.W.3 (narrative).

K.W.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.



GRADE

K



LEVEL

1



AREA OF FOCUS

Writing



GROUP

English Learners

→ Action Step

student intentional goal setting based off of initial writing sample & grade level writing standards with rubric

→ Action Step

30 minute workshop model using writing goals and data to guide instruction in a 1:1 confer, small guided reading and/or strategy group, & targeted core writing instruction daily with Progress monitoring bi-monthly with grade level PLC.



Measurement CFA (Common Formative Assessment)



Date 1/31/2019



Resources Available

Curriculum Maps, Standards Comprehension Tool Kit, Portland Writing, Goal setting rubric and student self-assessment form



Resources Needed

No additional resources are needed to meet this goal



Responsible

Kinder team, interventionist team, administration team, parents, ELL Teacher

GOAL: Tier 2 learners will write an opinion including two supporting reasons

The team wants tier 2 learners to support their opinion



GRADE

1



LEVEL

2



AREA OF FOCUS

Writing



GROUP

English Learners

→ Action Step

student intentional goal setting based off of initial writing sample & grade level writing standards with rubric

→ Action Step

30 minute workshop model using writing goals and DRA/SBA/iReady data to guide instruction in a 1:1 confer, small guided reading and/or strategy group, & targeted core writing instruction daily with Progress monitoring bi-monthly with grade level PLC.



Measurement CFA (Common Formative Assessment)



Date 11/28/2018



Resources Available

Curriculum Maps, Standards Comprehension Tool Kit, Portland Writing, Goal setting rubric and student self-assessment form



Resources Needed

0



Responsible

1st grade team, interventionist team, administration team, parents, ELL Teacher, K-3 Early Literacy teacher

GOAL: Level 2 students will move from approaching to meeting standard by providing a concluding statement within standard 2.W.2

Students will demonstrate their ability to write narratives of either a well elaborated event or short sequences of events including details, thoughts, feelings, temporal words and a sense of closure upon conclusion.



GRADE

2



LEVEL

2



AREA OF FOCUS

Writing



GROUP

English Learners

→ Action Step

student intentional goal setting based off of initial writing sample & grade level writing standards with rubric

→ Action Step

30 minute workshop model using writing goals and DRA/SBA/iReady data to guide instruction in a 1:1 confer, small guided reading and/or strategy group, & targeted core writing instruction daily with Progress monitoring bi-monthly with grade level PLC.



Measurement CFA (Common Formative Assessment)



Date 1/31/2019



Resources Available

Curriculum Maps, Standards Comprehension Tool Kit, Portland Writing, Goal setting rubric and student self-assessment form



Resources Needed

0



Responsible

2nd grade team, interventionist team, administration team, parents, ELL Teacher, K-3 Early Literacy teacher

GOAL: Tier 3 students will improve from below standard to approaching (3.W.1) in narrative writing.

Targeted students will get intentional small group and 1:1 instruction around supporting narrative writing.



GRADE

3



LEVEL

1



AREA OF FOCUS

Writing



GROUP

English Learners

→ Action Step

student intentional goal setting based on common grading tool including student self-assessment

→ Action Step

whole group, small group, and 1:1 conferring instruction; intentional peer writing partners, common graphic organizers, PLC work around writing progress monitoring



Measurement CFA (Common Formative Assessment)



Date 1/31/2019



Resources Available

Curriculum Maps, Standards Comprehension Tool Kit, Portland Writing, Goal setting rubric and student self-assessment form, IAB, SBA rubrics



Resources Needed

0



Responsible

3rd grade team, interventionist team, administration team, parents, ELL Teacher, K-3 Early Literacy teacher

GOAL: Goal: Students one year below grade level in Vocab domain on i-Ready winter diagnostic will improve 1 grade level by spring iReady diagnostic.

Target students will get intentional small group and 1:1 instruction around increasing vocabulary skills.



GRADE

4



LEVEL

2



AREA OF FOCUS

Writing



GROUP

English Learners

➔ Action Step

Goal setting with common grading tool including student self-assessment

➔ Action Step

30 minute workshop model using writing goals and DRA/SBA/iReady data to guide instruction in a 1:1 confer, small guided reading and/or strategy group, & targeted core writing instruction daily with Progress monitoring bi-monthly with grade level PLC.



Measurement CFA (Common Formative Assessment)



Date 1/31/2018



Resources Available

Curriculum Maps, Standards Comprehension Tool Kit, Portland Writing, Goal setting rubric and student self-assessment form, IAB, SBA rubrics, SBA Data



Resources Needed

0



Responsible

4th grade team, interventionist team, administration team, parents, ELL Teacher

GOAL: Level 2 students will move from a 2 to a 3 on standard 5.W.1 by citing sources and using textual evidence to support their reasons.

0



GRADE

5



LEVEL

2



AREA OF FOCUS

Writing



GROUP

English Learners

➔ Action Step

student intentional goal setting based off preassessment data

➔ Action Step

30 minute workshop model using writing goals & data to guide instruction in a 1:1 confer, small guided reading and/or strategy group, & targeted core writing instruction daily using graphic organizers with Progress monitoring bi-monthly with grade level PLC.



Measurement CFA (Common Formative Assessment)



Date 1/31/2019



Resources Available

Curriculum Maps, Standards Comprehension Tool Kit, Portland Writing, Goal setting rubric and student self-assessment form, IAB, SBA rubrics, SBA Data



Resources Needed

0



Responsible

5th grade team, interventionist team, administration team, parents, ELL Teacher

GOAL: Level 1 English Learners will move from a 1 to a 2 on the report card rubric on standard K.NBT.A.1.

K.NBT.A.1: Compose and decompose numbers 11 to 19 into ten ones, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.



GRADE

K



LEVEL

1



AREA OF FOCUS

Counting & Cardinality



GROUP

English Learners

→ Action Step

student intentional goal setting based off of initial teacher assessment

→ Action Step

30 minute intervention based around geometry & daily exit ticket & 1x/week 45 minute math standards based integrated art lessons around geometry, daily exit tickets to inform instruction, focused intentional core instruction



Measurement CFA (Common Formative Assessment)



Date 1/31/2019



Resources Available

Common Core Companion, Math Framework & connected resources, iready instructional lessons



Resources Needed

0



Responsible

Kind grade team, ELL teacher, Interventionists, Coach, admin, parents

GOAL: Tier 2 students will improve at least one level on 1.G.A.2 to compose 3-D shapes to create composite shapes.

First Grade students are asked to compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.



GRADE

1



LEVEL

2



AREA OF FOCUS

Geometry



GROUP

English Learners

→ Action Step

student intentional goal setting based off of preassessment

→ Action Step

30 minute intervention based around geometry & daily exit ticket & 1x/week 45 minute math standards based integrated art lessons around geometry, daily exit tickets to inform instruction, focused intentional core instruction



Measurement CFA (Common Formative Assessment)



Date 1/31/2019



Resources Available

Common Core Companion, Math Framework & connected resources, iready instructional lessons



Resources Needed

No additional resources are needed to meet this goal.



Responsible

1st grade team, ELL teacher, Interventionists, Coach, admin, parents

GOAL: Tier 2 students will improve at least one level on 2.NBT.A.1 understanding place value.

0



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10

GROUP

English Learners

→ Action Step

student intentional goal setting based off of preassessment

→ Action Step

30 minute intervention based around geometry & daily exit ticket & 1x/week 45 minute math standards based integrated art lessons around geometry, daily exit tickets to inform instruction, focused intentional core instruction



Measurement CFA (Common Formative Assessment)



Date 1/31/2019



Resources Available

Common Core Companion, Math Framework & connected resources, iready instructional lessons, iSM, 3rd grade IAB



Resources Needed

No additional resources are needed to meet this goal.



Responsible

2nd grade team, ELL teacher, Interventionists, Coach, admin, parents

GOAL: Tier 2 students will improve their multiplication facts from approaching to meeting standards

Third grade students are asked to partition shapes into parts with equal areas and express the area of each part as a fraction of the whole. To meet standard, students will have to express their understanding in pictures and numbers.



GRADE

3



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

English Learners

→ Action Step

Action Step 1: Pre-assess their multiplication facts by having them write out a multiplication table on grid paper.

→ Action Step

Students will be given different opportunities to practice multiplication facts.



Measurement iSM-Math (iReady Standards Mastery)



Date 1/31/2019



Resources Available

1x/week 45 minute math standards based integrated art lessons, Common Core Companion, Math Framework & connected resources, iready instructional lessons, iSM, 3rd grade IAB



Resources Needed

0



Responsible

Classroom teacher, interventionist, Math/Art teacher, parents

GOAL: Students one year below grade level in Measurement domain on i-Ready diagnostic will improve 1 grade level

Target students will get intentional small group and 1:1 instruction around measurement standards



GRADE

4



LEVEL

2



AREA OF FOCUS

Geometry



GROUP

English Learners

➔ Action Step

Goal setting based on results of Standards Mastery 4.G.A.2 pre-assessment

➔ Action Step

30 minute intervention based around geometry & daily exit ticket & 1x/week 45 minute math standards based integrated art lessons around geometry, daily exit tickets to inform instruction, focused intentional core instruction



Measurement iSM-Math (iReady Standards Mastery)



Date 1/31/2019



Resources Available

1x/week 45 minute math standards based integrated art lessons, Common Core Companion, Math Framework & connected resources, iready instructional lessons, iSM, 4th grade IAB



Resources Needed

0



Responsible

4th grade team, Interventionists, Coach, admin, parents

GOAL: All target students will get 70% or higher on 5.NF. B.4 as measured by i-Ready Standards Mastery.

0



GRADE

5



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions



GROUP

English Learners

➔ Action Step

student intentional goal setting based off of iSM pretest

➔ Action Step

30 minute intervention based around geometry & daily exit ticket & 1x/week 45 minute math standards based integrated art lessons around geometry, daily exit tickets to inform instruction, focused intentional core instruction



Measurement iSM-Math (iReady Standards Mastery)



Date 1/31/2019



Resources Available

Common Core Companion, Math Framework & connected resources, iready instructional lessons, iSM, 5th grade IAB



Resources Needed

There are no additional resources needed to meet this goal.



Responsible

Classroom teachers, intervention team, Title 1 art/math integration