

McCarver Elementary

# Continuous Achievement Plan

2018-19 | Q4

As we examine the needs of McCarver we see that our students need to develop reading and writing skills in order to grow in all areas including mathematics. As we dig into data it is research where we need the most growth especially in our diverse populations. There is a large achievement gap for our African American students and we must close this gap. As an IB school we use project based learning as a construct for learning. It is our plan to use this IB construct to better understand units of study and to better incorporate non fiction texts emphasizing grade level units of study so that we may maximize time. The research required of creating an exhibition will allow students time to think about texts critically and also to increase reading skills. In addition this work will allow students to more critically understand what is asked of them in critical mathematical thinking and problem solving which will also create better math learning.

# GOAL: 6/10 (60%) of AA students will move from level 1 to level 2 through responding in writing about informational text on winter iready diagnostic.

Most AA students are level 1s on informational text. Responding in writing using text based evidence will assist with synthesizing comprehension of informational text.



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American

## → Action Step

Teachers will use PLC work that will center around responses to reading in writing using rubrics. Teachers will use bookroom to select non fiction/informational text for additional small group reading at least once daily.

## → Action Step

Students will respond in writing 2 times weekly in intervention groups to informational text using at least 3 facts, details and site text for evidence as assessed by 4 point writing rubric. Core, workshop small group & intervention time.

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

 **Date** 5/7/2019

**Resources Available**

Informational level readers in book room, pilot material, walkthrough tool focused on workshop model and standards based instruction , interactive writing training. CFA building on late start. SBAC exemplars will be used.

**Resources Needed**

Additional training on leveled and flexible groups was conducted. Passage dependent questions at grade level will be found or formulated from informational text. Writing rubrics specific to SBAC and grade level are needed.

 **Responsible**

3rd grade teachers, k-3 enhancement teacher, Interventionist s,coach, admin

# GOAL: 8 out of 14 or 57% will move from level 1 to level 2 in the area of writing.

15@ L1, 7@ L2, 2@ L3, 1 @L4 Research / Writing will be reviewed at the PLC and CFA creation stage.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American

## ➔ Action Step

Teachers will use PLC work that will center around responses to reading in writing using rubrics. Teachers will use bookroom to select non fiction/informational text for additional small group reading at least once daily.

## ➔ Action Step

Students will respond in writing 2 times weekly in intervention groups to informational text using at least 3 facts, details and site text for evidence as assessed by 4 point writing rubric. Core, workshop small group & intervention time.

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

**Date** 5/7/2019

**Resources Available**

non fiction texts, IB units of study, leveled readers, PLC meeting structure. Rubrics for writing from SBAC, iReady, CFA, IAB scoring

**Resources Needed**

New rubrics for writing , training on interactive writing

**Responsible**

4TH GRADE TEACHERS, INTERVENTIONISTS, COACH, ADMIN

# GOAL: 9/16 about 56% of AA students will move from level 1 to level 2 using writing to respond to informational texts.

17 @ L1, 3 @ L2, 2@ L3. Information /Vocab are lowest claims. We will move our high level 1 students to level 2 in literacy by responding to informational text in writing.



GRADE

5



LEVEL

1



AREA OF FOCUS

Research



GROUP

African American

## ➔ Action Step

Teachers will require writing to be focused for small groups during intervention time where each intervention child writes a response to leveled informational text daily with minimum of 3 sentences with topic sentence and three supporting details from text..

## ➔ Action Step

These students will write response to informational text using three sentences, including topic sentence and three supporting details, three times weekly with intervention teachers and classroom teachers causing double dosing for writing.



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



**Date** 5/7/2019



**Resources Available**

5th grade writing Standards,, CFA, Book room non fiction texts, GLAD pictorials, writers workshop model, writing in response to reading, Mentor Texts, NTSS, Writing rubrics, FOSS science kits, partnerships with MESA, UPS and UWT



**Resources Needed**

Schedule for university mentor visits, PD for writing in the content field, Late start schedule for PLC/CFA writing work ,bookroom informational text & REWARDS



**Responsible**

5th grade teachers, IB coaches, Curriulum Coach- Colleen Dietrich, Admin

# GOAL: 7/14 (50%) of Tier 2 and Tier 3 AA students will increase 1 level in Geometry on Spring iReady diagnostic.

iReady Geometry shows area where the least AA students are successful. Students will be utilizing iReady online lessons accompanied by bi-weekly CFAs to work towards the goal of increasing 1 level on the winter iReady diagnostic



GRADE

3



LEVEL

1



AREA OF FOCUS

Concepts and  
Procedures

GROUP

African American

## → Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students around geometric vocabulary (MP2).

## → Action Step

Student: Bi-Weekly students will answer the question, "How do you know you are right?" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Classifying attributes of quads (3.G.A.2) in small groups will be the focus for these students.



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



**Date** 5/7/2019



**Resources Available**

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



**Resources Needed**

Wednesday Late Start Time



**Responsible**

3rd grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

# GOAL: 10/23 (43%) of Tier 2 and Tier 3 AA students will increase 1 level in Geometry on Spring iReady diagnostic.

iReady Geometry shows area where the least AA students are successful. Students will be utilizing iReady online lessons accompanied by bi-weekly CFAs to work towards the goal of increasing 1 level on the winter iReady diagnostic



GRADE

4



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

African American

## → Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students around geometric vocabulary (MP2).

## → Action Step

Student: Bi-Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Classify shapes from angles (4.G.A.2) will be a focus for these students.



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



**Date** 5/7/2019



**Resources Available**

"Principles to Actions" book, "Routines for Reasoning" Book Ch 6, article - never say anything a kid can say



**Resources Needed**

Wednesday Late Start Time



**Responsible**

4th grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

# GOAL: 10/22 (45%) of Tier 2 and Tier 3 AA students will increase 1 level in Geometry on Spring iReady diagnostic.

iReady Geometry shows area where the least AA students are successful. Students will be utilizing iReady online lessons accompanied by bi-weekly CFAs to work towards the goal of increasing 1 level on the winter iReady diagnostic



GRADE

5



LEVEL

1



AREA OF FOCUS

Communicating  
Reasoning

GROUP

African American

## → Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students around geometric vocabulary (MP2).

## → Action Step

Student: Bi-Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Graphing word problems (5.G.A.2) will be a focus for these students.



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



**Date** 5/7/2019



**Resources Available**

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



**Resources Needed**

Wednesday Late Start Time



**Responsible**

5th grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

# GOAL: 7/10 or 70% AA students will know 26 letter names & sounds.

4/9 AA kindergarten students do not know letter names or sounds placing them in level one intervention groups



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

African American

## ➔ Action Step

Teachers will work with small groups to practice letter in sounds as well as interventionists so each child received double dosing at K.

## ➔ Action Step

Students will have two dosings of letters and sounds in small groups and core daily.



**Measurement** CFA (Common Formative Assessment)



**Date** 5/7/2019



**Resources Available**

Book room leveled texts, LLI and CFA



**Resources Needed**

Leveled readers, reading A-Z



**Responsible**

K teachers, paras, K-3 support, coach, LAP interventionists



# GOAL: 5/7 AA students will move from level 2 to level 3 on iReady spring in the area phonics

\* AA students reading fluently will be able to use informational text in the future



GRADE

1



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

African American

## ➔ Action Step

Teachers will provide daily small intervention groups for students to write in journal, following a prompt and to synthesize a text. Teachers will review writing at PLCs. Teachers will review writing.

## ➔ Action Step

Students will complete writing about information topic 3 times per week in interactive writing journal with intervention teachers and received immediate feedback on how to make corrections in writing.



**Measurement** CFA (Common Formative Assessment)



**Date** 5/7/2019



**Resources Available**

interactive notebooks, interactive writing trainings. ELA support modeling, coaching cycles of writing instruction



**Resources Needed**

Videos of exemplary teacher of writing, pilot reading materials,



**Responsible**

First Grade teachers, admin, ELA support Teacher, Coach

# GOAL: 5 out of 7 (about 80%) students will move from level 2 to level 3 on their spring

AA students had highest number who were not independently reading with fluency and accuracy to support comprehension. There is not a 2nd grade standard specifically but at 1st grade students must: Independently read with sufficient accuracy and fluency to support comprehension.



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

African American

## → Action Step

Teachers will check for fluency daily in leveled reading group. Conferencing notebooks and goal setting will be used for each of these level 2 students.

## → Action Step

AA students will have a cold and warm read weekly and be giving specific feedback on error patterns and set goals for wpm.



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



**Date** 5/7/2019



**Resources Available**

DRA, Conferencing notebooks, leveled readers, walkthrough data, goals wall, site word wall, coaching, Data checkins at 6 week intervals, Comprehension tool kit, ELO for reading, Reading First



**Resources Needed**

additional training on Comp Tool kits, DRA training, ELO for reading



**Responsible**

2nd grade teachers, ELA support, Coach, Admin monitoring, Interventionist for title and lap

**GOAL: 4/11 (about 40%) of AA students will move from level 2 to level 3 through responding in writing about informational text on winter iready diagnostic.**

11 AA students are before grade level for writing on information. In the fall we have been working on informational text according to the pacing calendar therefore we will capitalize on writing about information text.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Informational  
Text

GROUP

African American

### ➔ Action Step

Teachers will use PLC format to review level 2 AA student opinion writing about informational text for leveled readers in small group intervention setting.

### ➔ Action Step

Students will produce paragraphs using leveled informational text as part of daily intervention groups after shared writing activity. Each piece will have topic sentence, three supporting details and site at least one piece of evidence from the text



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



**Date** 5/7/2019



**Resources Available**

leveled readers, rubric for writing, writing coach



**Resources Needed**

writing samples and writing curriculum



**Responsible**

interventionist, k-3 support teacher, 3rd grade teacher

# GOAL: 8 out of 14 or 57% will move from level 1 to level 2 in the area of reading

14 AA students are at level 1 in determining main idea of informational text and writing opinions on information text so we will combine with building initiatives . 8/154 of students have IEP in reading.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading Informational  
Text

GROUP

African American

## → Action Step

Students will read and write about informational texts daily in intervention groups and explain their thinking and sharing main idea through writing a paragraph with topic sentence and citing text evidence.

## → Action Step

Teachers will assess information writing based on leveled text using PLC format for their AA students using writing rubric for SBA. IReady practice from LRC teacher needed.



**Measurement** iReady Growth Monitoring Reading



**Date** 5/7/2019



**Resources Available**

leveled informational texts, librarian, IB units of study, LRC teacher, LRC para



**Resources Needed**

writing rubrics. informational writing PD, LRC para



**Responsible**

COACH, 4th grade team, librarian, intervention groups

GOAL: 9/16 about 56% of AA students will move from level 1 to level 2 using writing to respond to informational texts.

56 % of AA students are at level 1 in writing in informational text in 4th grade therefore they are the selected group. SBAC shows this is also area of need



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading Informational  
Text

GROUP

African American

### → Action Step

With support from intervention teachers, students will use research articles and texts when crafting their IB exhibition topics and create report on real world problems. Reports will contain a minimum of 2 paragraphs with not less than 2 citations from info. text.

### → Action Step

5th grade teachers in conjunction with intervention teachers will use PLC time to look at rubric for technical and informational writing to determine growth on writing citing texts.

 **Measurement** iReady Growth Monitoring Reading

 **Date** 5/7/2019

 **Resources Available**

Interactive Writing, rubric for writing/sbac

 **Resources Needed**

CFAs developed for PLC work around writing to informational text

 **Responsible**

5th grade classroom teachers, coach, IB coaches, Admin, District C&I

# GOAL: 5/11 (45%) of Tier 2 and Tier 3 AA students will increase 1 level in Geometry on Spring iReady diagnostic.

As we do not have data for students at k level, we cannot determine what they are able to do. This goal is chosen as a general benchmark for all students in their first weeks of school.



GRADE

K



LEVEL

2



AREA OF FOCUS

Geometry



GROUP

African American

## → Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students around geometric vocabulary (MP2).

## → Action Step

Student: Weekly students will answer the question, "How do you know you are right" through writing summaries and/or using models to communicate reasoning from CFA developed by teachers. Comparing shapes (K.G.B.4) will be the focus for these students.



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



**Date** 5/7/2019



**Resources Available**

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



**Resources Needed**

Wednesday Late Start Time



**Responsible**

Kindergarten teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

# GOAL: 5/11 (57%) of Tier 2 and Tier 3 AA students will increase 1 level in Geometry on Spring iReady diagnostic.

iReady Geometry shows area where the least AA students are successful. Students will be utilizing iReady online lessons accompanied by bi-weekly CFAs to work towards the goal of increasing 1 level on the winter iReady diagnostic



GRADE

1



LEVEL

1



AREA OF FOCUS

Geometry



GROUP

African American

## → Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students around geometric vocabulary (MP2).

## → Action Step

Student: Bi-Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Composing shapes (1.G.A.2) in small groups will be the focus for these students.



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



**Date** 5/7/2019



**Resources Available**

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



**Resources Needed**

Wednesday Late Start Time



**Responsible**

1st grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

# GOAL: 8/17 (50%) of Tier 2 and Tier 3 AA students will increase 1 level in Geometry on Spring iReady diagnostic.

iReady Geometry shows area where the least AA students are successful. Students will be utilizing iReady online lessons accompanied by bi-weekly CFAs to work towards the goal of increasing 1 level on the winter iReady diagnostic



GRADE

2



LEVEL

2



AREA OF FOCUS

Geometry



GROUP

African American

## → Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students around geometric vocabulary (MP2).

## → Action Step

Student: Bi-Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Identifying types of shapes (2.G.A.1) will be a focus for these students.



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



**Date** 5/7/2019



**Resources Available**

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



**Resources Needed**

Wednesday Late Start Time



**Responsible**

2nd grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin



# GOAL: 7/14 (50%) of Tier 2 and Tier 3 AA students will increase 1 level in Geometry on Spring iReady diagnostic.

iReady Geometry shows area where the least AA students are successful. Students will be utilizing iReady online lessons accompanied by bi-weekly CFAs to work towards the goal of increasing 1 level on the winter iReady diagnostic



GRADE

3



LEVEL

2



AREA OF FOCUS

Geometry



GROUP

African American

## → Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students around geometric vocabulary (MP2).

## → Action Step

Student: Bi-Weekly students will answer the question, "How do you know you are right?" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Classifying attributes of quads (3.G.A.2) in small groups will be the focus for these students.



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



**Date** 5/7/2019



**Resources Available**

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



**Resources Needed**

Wednesday Late Start Time



**Responsible**

3rd grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

# GOAL: 10/23 (43%) of Tier 2 and Tier 3 AA students will increase 1 level in Geometry on Spring iReady diagnostic.

iReady Geometry shows area where the least AA students are successful. Students will be utilizing iReady online lessons accompanied by bi-weekly CFAs to work towards the goal of increasing 1 level on the winter iReady diagnostic



GRADE

4



LEVEL

2



AREA OF FOCUS

Geometry



GROUP

African American

## → Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students around geometric vocabulary (MP2).

## → Action Step

Student: Bi-Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Classify shapes from angles (4.G.A.2) will be a focus for these students.



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



**Date** 5/7/2019



**Resources Available**

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



**Resources Needed**

Wednesday Late Start Time



**Responsible**

4th grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin

# GOAL: 10/22 (45%) of Tier 2 and Tier 3 AA students will increase 1 level in Geometry on Spring iReady diagnostic.

iReady Geometry shows area where the least AA students are successful. Students will be utilizing iReady online lessons accompanied by bi-weekly CFAs to work towards the goal of increasing 1 level on the winter iReady diagnostic



GRADE

5



LEVEL

2



AREA OF FOCUS

Geometry



GROUP

African American

## → Action Step

Teacher: Monthly PD offered during WLS developing purposeful questioning skills. Teachers will engage these students in meaningful discourse daily. Walk through tool comments will make note of implementation. Focused attention given to these students around geometric vocabulary (MP2).

## → Action Step

Student: Bi-Weekly, students will answer the question, "How do you know you are right" through writing summaries and/or using models (MP4) to communicate reasoning from CFA developed by teachers. Graphing word problems (5.G.A.2) will be a focus for these students.



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



**Date** 5/7/2019



**Resources Available**

"Principles to Actions" book, "Routines for Reasoning" Book, article - never say anything a kid can say



**Resources Needed**

Wednesday Late Start Time



**Responsible**

5th grade teachers, IB coaches, Curriculum Coach- Colleen Dietrich, Admin