

Wainwright Intermediate School

# Continuous Achievement Plan

2018-19 | Q2

Whittier Elementary (PreK-3) and Wainwright Intermediate (4-8) are Tacoma Public Schools located in Fircrest, Washington. The sister schools share a common program and leadership team, building an International Baccalaureate continuum through Primary Years Programme and Middle Years Programme toward the Diploma Programme housed at Foss High School.

# GOAL: Decrease the number of African American and Other/Multiracial students at level 1 in Reading from 14 (35%) to 8 (20%).

We want our students of color to perform with excellence. These readers will shift from minimal understanding of text with low complexity to reading texts with moderate/high complexity with partial to adequate understand and use of evidence to support thinking.



GRADE

6



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American  
&  
Other/Multiracia

## ➔ Action Step

Provide leveled texts and texts with moderate to high complexity to targeted student groups. Engaging students in tasks that require students to analyze text to make inferences, read critically to attest credibility and bias, apply reasoning, and connect and generalize ideas.

## ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.



**Measurement** iReady Growth Monitoring Reading



**Date** 11/16/2018



**Resources Available**

iReady lessons; PD; PLC; IB Coach; secondary literacy framework



**Resources Needed**

training in Culturally Responsive Teaching techniques for African American students.



**Responsible**

Wainwright Admin, 6th grade PLC, ELA department

## GOAL: Decrease the percentage of African American students in Level 1 for Reading from 4 (23.5%) to 2(12%).

We want our students of color to perform with excellence. These readers will shift from minimal understanding of text with low complexity to reading texts with moderate/high complexity with partial to adequate understand and use of evidence to support thinking.



GRADE

7



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American


### ➔ Action Step

Provide leveled texts and texts with moderate to high complexity to targeted student groups. Engaging students in tasks that require students to analyze text to make inferences, read critically to attest credibility and bias, apply reasoning, and connect and generalize ideas.

### ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.

 **Measurement** iReady Growth Monitoring Reading

 **Date** 11/16/2018

**Resources Available**

Secondary literacy framework; PD; PLC; iReady lessons; IB Coach

**Resources Needed**

training in Culturally Responsive Teaching techniques for African American students.

 **Responsible**

Wainwright Admin, 7th grade PLC; ELA department.

## GOAL: Decrease the number of African American students at Level 1 in Reading from 5 (35.7%) to 3 (21.4%).

We want our students of color to perform with excellence. These readers will shift from minimal understanding of text with low complexity to reading texts with moderate/high complexity with partial to adequate understand and use of evidence to support thinking.



GRADE

8



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American


### ➔ Action Step

Provide leveled texts and texts with moderate to high complexity to targeted student groups. Engaging students in tasks that require students to analyze text to make inferences, read critically to attest credibility and bias, apply reasoning, and connect and generalize ideas.

### ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.

 **Measurement** iReady Growth Monitoring Reading

 **Date** 11/16/2016

**Resources Available**

iReady lessons; secondary literacy framework; PD; PLC; IB Coach

**Resources Needed**

Training in Culturally Responsive Teaching techniques for African American students; staff set of "Culturally Responsive Teaching and the Brain" by Zaretta Hammond

 **Responsible**

Wainwright Admin, 8th grade PLC, ELA department.

# GOAL: Decrease the number of African American students performing at level 1 in Concepts and Procedures from 15 (57.7%) to 8 (30.7%).

We want our students of color to perform with excellence. These mathematicians will shift from minimal understanding of mathematical concepts with low complexity to mathematical concepts with moderate/high complexity with partial to adequate understanding and use of evidence to support thinking.



GRADE

6



LEVEL

1



AREA OF FOCUS

Concepts and  
Procedures

GROUP

African American

## Action Step

Scaffold instruction to build conceptual understanding. Use pictures, manipulatives, etc. Monitor growth through observing discussions, formative assessments, work samples and unit assessments.

## Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.



**Measurement** iReady Growth Monitoring Math



**Date** 11/16/2018



**Resources Available**

iReady lessons; PLC; PD; Math Studio; IB Coach



**Resources Needed**

training in culturally responsive teaching techniques for African American students.



**Responsible**

Wainwright Admin, 6th grade PLC, math department

# GOAL: Decrease the number of African American students at Level 1 in Concepts and Procedures from 7 (41.8%) to 4 (23.5%).

We want our students of color to perform with excellence. These mathematicians will shift from minimal understanding of mathematical concepts with low complexity to mathematical concepts with moderate/high complexity with partial to adequate understanding and use of evidence to support thinking.



GRADE

7



LEVEL

1



AREA OF FOCUS

Concepts and  
Procedures

GROUP

African American


## ➔ Action Step

Scaffold instruction to build conceptual understanding. Use pictures, manipulatives, etc. Monitor growth through observing discussions, formative assessments, work samples and unit assessments.

## ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.

 **Measurement** iReady Growth Monitoring Math

 **Date** 11/16/2018

**Resources Available**

iReady lessons; PLC; PD; Math studio; IB Coach

**Resources Needed**

training in culturally responsive teaching for African American students.

 **Responsible**

Wainwright Admin, 7th grade PLC, Math department.

# GOAL: Reduce the number of African American students performing at Level 1 for Concepts & Procedures from 8 (57%) students to 4 (28.5%) students.

We want our students of color to perform with excellence. These mathematicians will shift from minimal understanding of mathematical concepts with low complexity to mathematical concepts with moderate/high complexity with partial to adequate understanding and use of evidence to support thinking.



GRADE

8



LEVEL

1



AREA OF FOCUS

Concepts and  
Procedures

GROUP

African American


## ➔ Action Step

Scaffold instruction to build conceptual understanding. Use pictures, manipulatives, etc. Monitor growth through observing discussions, formative assessments, work samples and unit assessments.

## ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.

 **Measurement** iReady Growth Monitoring Math

 **Date** 11/16/2018

**Resources Available**

iReady lessons; PLC; PD; Math studio; IB Coach

**Resources Needed**

training in culturally responsive teaching for African American students.

 **Responsible**

Wainwright Admin, 8th grade PLC, Math department

# GOAL: Decrease the number of African American students at Level 1 in Reading Informational Text from 8 (30.7%) to 4 (15.4%).

We want our students of color to perform with excellence. These readers will shift from minimal understanding of text with low complexity to reading texts with moderate/high complexity with partial to adequate understand and use of evidence to support thinking.



GRADE

6



LEVEL

1



AREA OF FOCUS

Reading Informational  
Text

GROUP

African American


## ➔ Action Step

Provide leveled texts and texts with moderate to high complexity to targeted student groups. Engaging students in tasks that require students to analyze text to make inferences, read critically to attest credibility and bias, apply reasoning, and connect and generalize ideas.

## ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.

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

 **Date** 11/16/2018

**Resources Available**

iReady lessons; PD; PLC; IB Coach; Secondary literacy framework

**Resources Needed**

Training in culturally responsive teaching techniques for African American students.

 **Responsible**

Wainwright admin, 6th grade PLC, ELA department.



# GOAL: Decrease the number of African American students at Level 1 in Reading Informational Text from 4 (23.5%) to 2 (11.8%).

We want our students of color to perform with excellence. These readers will shift from minimal understanding of text with low complexity to reading texts with moderate/high complexity with partial to adequate understand and use of evidence to support thinking.



GRADE

7



LEVEL

1



AREA OF FOCUS

Reading Informational  
Text



GROUP

African American

## ➔ Action Step

Goal-setting with progress monitoring?

## ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.



**Measurement** iReady Growth Monitoring Reading



**Date** 11/16/2018



**Resources Available**

iReady lessons; PD; PLC; IB Coach; Secondary literacy framework



**Resources Needed**

training in Culturally Responsive Teaching techniques for African American students.



**Responsible**

Wainwright Admin, 7th Grade PLC, ELA Department.

## GOAL: Decrease the number of African American students at Level 1 in Reading Informational Text from 7 (50%) to 3 (21%).

We want our students of color to perform with excellence. These readers will shift from minimal understanding of text with low complexity to reading texts with moderate/high complexity with partial to adequate understand and use of evidence to support thinking.



GRADE

8



LEVEL

1



AREA OF FOCUS

Reading Informational  
Text



GROUP

African American

### ➔ Action Step

Targeted small group instruction 1x per week for GE students and 3x per week for SP students served in Reading/Writing.

### ➔ Action Step

Incorporate culturally responsive teaching strategies every period every day. Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.



**Measurement** iReady Growth Monitoring Reading



**Date** 11/16/2018



**Resources Available**

Springboard curriculum resources; SS curriculum resources; science curriculum resources; supplemental reading resources; computers; SS PD; PLC; IB Coach; Secondary literacy framework



**Resources Needed**

Easily accessible priority standards aligned assessments; space for quiet work time for students; training in Culturally Responsive Teaching techniques for African American students and differentiation strategies.



**Responsible**

Wainwright Admin, 8th Grade PLC, ELA Department.

# GOAL: Decrease the number of African American students at Level 2 in Algebra & Algebraic Thinking (Problem Solving) from 9 (34.6%) to 6 (23%).

We want our students of color to perform with excellence. These mathematicians will shift from minimal understanding of mathematical concepts with low complexity to mathematical concepts with moderate/high complexity with partial to adequate understanding and use of evidence to support thinking.



GRADE

6



LEVEL

2



AREA OF FOCUS

Problem Solving



GROUP

African American


## ➔ Action Step

Scaffold instruction to build conceptual understanding. Use pictures, manipulatives, etc. Monitor growth through observing discussions, formative assessments, work samples and unit assessments.

## ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.

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

 **Date** 11/16/2018

**Resources Available**

iReady lessons; PLC; PD; Math studio; IB Coach

**Resources Needed**

training in culturally responsive teaching techniques for African American students.

 **Responsible**

Wainwright admin, 6th grade PLC, math department.

## GOAL: Decrease the number of African American students at Level 2 in Geometry (Concepts and Procedures) from 6 (35.3%) to 3 (17.6%).

We want our students of color to perform with excellence. These mathematicians will shift from minimal understanding of mathematical concepts with low complexity to mathematical concepts with moderate/high complexity with partial to adequate understanding and use of evidence to support thinking.



GRADE

7



LEVEL

2



AREA OF FOCUS

Concepts and  
Procedures

GROUP

African American


### ➔ Action Step

Scaffold instruction to build conceptual understanding. Use pictures, manipulatives, etc. Monitor growth through observing discussions, formative assessments, work samples and unit assessments.

### ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.

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

 **Date** 11/16/2018

**Resources Available**

iReady lessons; PLC; PD; Math studio; IB Coach

**Resources Needed**

training in culturally responsive teaching techniques for African American students.

 **Responsible**

Wainwright admin, 7th grade PLC, math department.

# GOAL: Decrease the number of African American students at level 1 in Numbers and Operations (Concepts and Procedures) from 10 (71.4%) to 6 (42.9%).

We want our students of color to perform with excellence. These mathematicians will shift from minimal understanding of mathematical concepts with low complexity to mathematical concepts with moderate/high complexity with partial to adequate understanding and use of evidence to support thinking.



GRADE

8



LEVEL

1



AREA OF FOCUS

Concepts and  
Procedures

GROUP

African American


## ➔ Action Step

Actively build learning partnerships with students and their guardians to help students cultivate a positive mindset and sense of self-efficacy concerning their academic growth.

## ➔ Action Step

Use iReady lessons to systematically remediate computation skills 1x per week for GE students and 3x per week for SE students served in math; embed computation skills into the first 8th grade unit (exponents) daily.

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

 **Date** 11/16/2018

**Resources Available**

iReady lessons; PLC; PD; Math studio; IB Coach

**Resources Needed**

training in culturally responsive teaching techniques for African American students.

 **Responsible**

Wainwright admin, 8th grade PLC, math department.