

Sheridan Elementary

Continuous Achievement Plan

2018-19 | Q3

Sheridan Elementary believes it is our core purpose to provide a system of collaborative support resulting in academic, social, and emotional success for every student, every day. Our vision is for students to transition to middle school with confidence and compassion, enriched by diversity, equipped to collaborate, create, think critically, and communicate effectively. A short-term focus is set on building our own capacity to realize this vision for our students. We seek to leverage the strengths and talents of staff and students in support of the school vision.

GOAL: ELL students at level 1 will segment multi-syllabic words into phonemes independently with 90% accuracy by 2/4/19.

The identified group of ELL students scored at a Level 1 Phonics at September 2018 iReady diagnostic. These students need to exit Grade 2 phonics to begin to read to learn independently at a beginning of the third grade level. CCSS.ELA-LITERACY.RF.1.3



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading



GROUP

English Learners

➔ Action Step

Assess student current knowledge of phoneme segmentation of multi-syllabic words.

➔ Action Step

Create rubric to progress monitor weekly.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

OSPI Claims, learning targets and rubrics, K-3 reading support staff, TPS Curriculum and Instruction Website, Goal tracking sheet,



Resources Needed

Translation of resources



Responsible

Classroom teachers, Instructional Coach, ELL teacher, LAP Title 1 intervention teacher, special education teacher.

GOAL: ELL students at level 1 will integrate information from two informational texts on the same topic in order to communicate an idea in writing.

0



GRADE

4



LEVEL

1



AREA OF FOCUS

Writing



GROUP

English Learners

**Action Step**

4th grade classroom teachers, special education teacher, and ELL intervention teacher will collaborate to provide intervention and monitor progress

**Action Step**

Create and provide scaffolds for students to use in support of this goal.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

OSPI Claims, learning targets and rubrics, Scholastic Passages, TPS Curriculum and Instruction Website, StoryWorks



Resources Needed

NEWSLA articles



Responsible

Classroom teachers, Instructional Coach, ELL teacher, LAP Title 1 intervention teacher, special education teacher.

GOAL: ELL students performing below grade level in Reading Literature (theme) will improve one level on the progress monitoring rubric by 2/4/19.

0



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading



GROUP

English Learners
& English
Learners**Action Step**

Students will additionally receive small group instruction 45 minutes daily.

**Action Step**

Teachers will collaborate weekly and create common assessments, analyze students work, and adjust instruction as necessary.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Article/questions from Scholastic, IRLA, OSPI Claims, learning targets and rubrics, K-3 reading support staff, Other TBD, TPS Curriculum and Instruction Website, Guided Reading Library, i-Ready, imagine learning,



Resources Needed

0



Responsible

Classroom teachers, Instructional Coach, ELL teacher, LAP Title 1 intervention teacher, special education teacher.

GOAL: ELL students at level 1 will fluently add and subtract within 100 using place value strategies scoring 7% + on Grade 2 ENNY Module 4 by 2/4/19.

Competency in this standard, CCSS.MATH.CONTENT.2.NBT.B.5, is necessary for meeting grade level standard, CCSS.MATH.CONTENT.3.NBT.A.2 Fluently add and subtract within 1000 and preparation for Grade 3 SBAC.



GRADE

3



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

English Learners

➔ Action Step

Assess student current knowledge of addition and subtraction within 100 with Grade 2 End of Module Unit 4 Assessment. This test will be given at the end to determine individual goal performance.

➔ Action Step

Provide identified students small group instruction daily from 1:45 to 2:15 to work on meeting standard.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Common Core Appendix, Math Instructional Framework rubrics for Practices 2 and 3, Engage NY, TPS Curriculum and Instruction Website



Resources Needed

0



Responsible

Grade three teachers, Instructional coach, Special Education Teachers, Interventionists

GOAL: ELL students at level 1 in problem solving will create a model as strategy for solving whole number multiplication by 2/4/19.

0



GRADE

4



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

English Learners

➔ Action Step

4th grade classroom teachers, special education teacher, and ELL intervention teacher will collaborate to provide intervention and monitor progress

➔ Action Step

Create and provide scaffolds for students to use in support of this goal.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Common Core Appendix, Math Instructional Framework rubrics for Practices 2 and 3, Engage NY, TPS Curriculum and Instruction Website



Resources Needed

0



Responsible

Grade four teachers, Instructional coach, Special Education Teachers

GOAL: ELL students performing below grade level in problem solving with models will improve one level on progress monitoring rubric by 2/4/19.

0



GRADE

5



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

English Learners
& English
Learners

➔ Action Step

Students will receive small group instruction on using modeling for problem solving 45 minutes daily.

➔ Action Step

Teachers will collaborate weekly and create common assessments, analyze students work, and adjust instruction as necessary.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Engage NY, Singapore Math story problems, i-Ready, Khan Academy, Common Core Appendix, Math Instructional Framework rubrics for Practices 2 and 3. TPS Curriculum and Instruction Website



Resources Needed

0



Responsible

Grade five teachers, Instructional coach, Special Education Teachers

GOAL: ELL students at level 1 in reading will be able to identify characters, setting and key details of a story with prompting and support by 2/4/19.

Students will be able to demonstrate their understanding of key story elements by being able to identify characters, setting and key details.



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Literature



GROUP

English Learners

➔ Action Step

ELL students at level 1 will receive iadditional intervention daily in collaboration with ELL intervention teacher and Special education teacher.

➔ Action Step

Collaborate with team weekly to monitor and adjust plan.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Guided reading books, CAFE, TPS Literacy Framework, IC, Extra Reading Teacher, TPS Curriculum and Instruction Website



Resources Needed

Time management support, Bilingual materials.



Responsible

Classroom teacher, LAP/Title 1 teachers, K-3 reading support teacher, SPecial education teacher, IC

GOAL: ELL students currently performing at level one will improve in reading accuracy/fluency to level 2 by 2/4/19.

Students will demonstrate their ability to read with sufficient accuracy and fluency to support comprehension.



GRADE

1



LEVEL

2



AREA OF FOCUS

Reading Foundational
Skills

GROUP

English Learners

➔ Action Step

Students will receive small group guided reading groups at their instructional level daily.

➔ Action Step

Collaborating to monitor progress towards the goal using DRA/running records to monitor/adjust instruction.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Guided reading books, CAFE, TPS Literacy Framework, IC, Extra Reading Teacher, TPS Curriculum and Instruction Website



Resources Needed

0



Responsible

Classroom teacher, LAP/Title 1 teachers, K-3 reading support teacher, Special education teacher, IC

GOAL: ELL students at level 1 will on use illustrations and text to demonstrate understanding of story elements reach by 2/4/19.

This goal is aligned with a district priority standard: Use information gained from the illustrations and words in print or digital literary text to demonstrate understanding of its characters, setting or plot.



GRADE

2



LEVEL

1



AREA OF FOCUS

Reading Literature



GROUP

English Learners

➔ Action Step

Students will receive support in their daily guided reading groups in addition to whole group instruction on reading text and pictures to comprehend fictional stories, legends, and folktales.

➔ Action Step

Classroom and intervention team will collaborate to design CFA and analyze results to monitor and/or adjust instruction.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Guided reading books, classroom/school libraries, TPS Literacy Framework, IC, Core Reading Teacher, ELL para support, TPS Curriculum and Instruction Website, Reading A-Z.



Resources Needed

Reading A to Z, including printed books to send home, Spanish and English language texts of fictional legends and folktales.



Responsible

Classroom teacher, LAP/Title 1 teachers, K-3 reading support teacher, Special education teacher, IC

GOAL: ELL students at level 1 will segment multi-syllabic words into phonemes independently with 90% accuracy by 2/4/19.

The identified group of ELL students scored at a Level 1 Phonics at September 2018 iReady diagnostic. These students need to exit Grade 2 phonics to begin to read to learn independently at a beginning of the third grade level. CCSS.ELA-LITERACY.RF.1.3



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Foundational
Skills



GROUP

English Learners

➔ Action Step

Assess student current knowledge of phoneme segmentation of multi-syllabic words.

➔ Action Step

Create rubric to progress monitor weekly.



Measurement iSM-Reading (iReady Standards Mastery)



Date 2/4/2019



Resources Available

iReady lessons. TPS Literacy Framework, IC, Extra Reading Teacher, Phonics for Reading). TPS Curriculum and Instruction Website, English Language Proficiency Standards



Resources Needed

0



Responsible

Classroom teacher, LAP/Title 1 teachers, K-3 reading support teacher, SPecial education teacher, IC

GOAL: ELL students at level 1 will integrate information from two informational texts on the same topic in order to communicate an idea in writing.

0



GRADE

4



LEVEL

1



AREA OF FOCUS

Writing



GROUP

English Learners

→ Action Step

4th grade classroom teachers, special education teacher, and ELL intervention teacher will collaborate to provide intervention and monitor progress

→ Action Step

Create and provide scaffolds for students to use in support of this goal.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Mentor texts, TPS Literacy Framework, IC, Extra Reading Teacher , Lucy Calkins/Portland writing unit, TPS Curriculum and Instruction Website, Storyworks



Resources Needed

NEWSLA articles



Responsible

Classroom teacher, LAP/Title 1 teachers, Special education teacher, IC, ELL teachers

GOAL: ELL students performing below grade level in Reading Literature (theme) will improve one level on the progress monitoring rubric by 2/4/19.

0



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading Literature



GROUP

English Learners

Action Step

Students will receive additional small group instruction 45 minutes daily.

Action Step

Teachers will collaborate weekly and create common assessments, analyze students work, and adjust instruction as necessary.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Article/Questions from Scholastic, Guided reading books, CAFE, TPS Literacy Framework, IC, Extra Reading Teacher



Resources Needed

0



Responsible

Classroom teacher, LAP/Title 1 teachers, Special education teacher, IC

GOAL: ELL students at level 1 will represent and explain addition as putting together (adding) by 2/4/19.

This is a high priority standard in order for students to progress in their understanding of operations and thinking. Mastering this goal, using manipulatives, will help students increase their fluency when adding and subtracting within (5).



GRADE

K



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

English Learners

➔ Action Step

ELL students at level 1 will receive iadditional intervention daily in collaboration with ELL intervention teacher and Special education teacher.

➔ Action Step

Collaborate with team weekly to monitor and adjust plan.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

District issued math curriculum, math manipulatives, teacher modeling, K-3 support staff teachers, ELL specialists and teachers during interventionist time.



Resources Needed

Time management support, Bilingual math materials.



Responsible

Classroom teacher, LAP/TITLE 1 teachers, SPED teacher, SPED para, IC, ELL teachers, ELL para.

GOAL: ELL students at level 1 will use properties of operations as a strategy to add and subtract by 2/4/19.

0



GRADE

1



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

English Learners

➔ Action Step

Students will practice weekly to become fluent in associative and commutative properties.

➔ Action Step

Will provide small group support 2 x weekly. We will use appropriate tools strategically. Use data from formative assessments to adjust instruction and monitor progress.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Math Instructional Framework, Principles to Actions



Resources Needed

Commutative and associative properties assessment from math expressions



Responsible

Classroom teacher, LAP/Title 1 teachers, Special education teacher, IC, ELL Teachers

GOAL: 80% of level 1 ELL students will grow to level 2 in understanding that the 3 digits of a 3 digit number represent amounts of 100s, 10s, and ones

This goal is aligned to a district priority standard: 2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts



GRADE

2



LEVEL

1



AREA OF FOCUS

Number and operations
in base 10



GROUP

English Learners

➔ Action Step

Students will learn in whole class, small group, and individual settings, using manipulatives, pictures, and numbers to build on and demonstrate their understanding of place value

➔ Action Step

Students will be able to demonstrate their understanding of place value with their daily math work, exit tickets, assessments, and class discussions



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

IC, ELL para support, TPS math framework, Engage NY, TPS curriculum and instruction website, GLAD and Total Physical Response (TPR), manipulatives, and visual drawing representations



Resources Needed

Engage N.Y. assessments and exit tickets, Howard County math website, Federal Way Snapshot Assessments, I-Ready and other CCSS websites



Responsible

Classroom teachers, Title 1 teachers, special education teacher/para, IC, ELL teachers/para

GOAL: ELL students at level 1 will fluently add and subtract within 100 using place value strategies by 2/4/19.

Competency in this standard, CCSS.MATH.CONTENT.2.NBT.B.5, is necessary for meeting grade level standard, CCSS.MATH.CONTENT.3.NBT.A.2 Fluently add and subtract within 1000 and preparation for Grade 3 SBAC.



GRADE

3



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

English Learners

➔ Action Step

Assess student current knowledge of addition and subtraction within 100 with Grade 2 End of Module Unit 4 Assessment. This test will be given at the end to determine individual goal performance.

➔ Action Step

Provide identified students small group instruction daily from 1:45 to 2:15 to work on meeting standard.



Measurement iSM-Math (iReady Standards Mastery)



Date 2/4/2019



Resources Available

iReady instruction, IC, Engage NY, TBD, TPS Curriculum and Instruction Website, Math Instructional Framework, Principles to Actions



Resources Needed

TPD



Responsible

Eileen Fagan (small group instruction), Classroom teacher, LAP/Title 1 teachers, Special education teacher, IC, ELL Teachers

GOAL: ELL students at level 1 in problem solving will be able to create a model as a strategy for solving whole number multiplication by $2\frac{4}{19}$.

0



GRADE

4



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

English Learners

**Action Step**

4th grade classroom teachers, special education teacher, and ELL intervention teacher will collaborate to provide intervention and monitor progress

**Action Step**

Create and provide scaffolds for students to use in support of this goal.

**Measurement** CFA (Common Formative Assessment)**Date** 2/4/2019**Resources Available**

IC, Engage NY, TBD, TPS Curriculum and Instruction Website, Math Instructional Framework, Principles to Actions, Math Expressions

**Resources Needed**

0

**Responsible**

Classroom teacher, LAP/Title 1 teachers, Special education teacher, IC, ELL Teachers

GOAL: ELL students performing below grade level in solving decimal operation problems using concrete models or drawings will improve one level by 2/4/19.

0



GRADE

5



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

English Learners

➔ Action Step

Students will receive additional small group instruction 45 minutes daily.

➔ Action Step

Teachers will collaborate weekly and create common assessments, analyze students work, and adjust instruction as necessary.



Measurement CFA (Common Formative Assessment)



Date 2/4/2019



Resources Available

Singapore Math Word Problems, IC, Engage NY, TBD, TPS Curriculum and Instruction Website, Math Instructional Framework, Principles to Actions



Resources Needed

TBD



Responsible

Classroom teacher, LAP/Title 1 teachers, Special education teacher, IC, ELL Teachers