

Roosevelt Elementary

Continuous Achievement Plan

2018-19 | Q4

Roosevelt elementary is focused on Relationships, Rigor and Results. We care about our students and want them to feel loved, safe and cared for at school. Each day starts with a Morning Meeting in each classroom to build community. We then move to teaching and learning in 1-on-1, small groups and whole groups in reading, writing and math to make sure every student gets their best learning opportunities every day.

GOAL: Shift students from level 2 to level 3 (Claim 1) by 35% (6 of 17) on the standard asking students to identify the main idea in informational text.

Claim 1 focuses on reading. Roosevelt students need more reading development, particularly phonics and vocabulary, to comprehend grade level text. Improving these skills will further support writing, an emerging Claim focus at Roosevelt.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading



GROUP

Hispanic &
Other/Multiracial

→ Action Step

In addition to core instruction, students will participate in a strategy group using SBA practice items with RACE strategy, led by the classroom teacher, Sp.Ed teacher or an intervention teacher and measured by weekly CFAs.

→ Action Step

In addition to core instruction, students will use vocabulary strategies to define important content words from Informational text 1-2 times a week. Exit tickets will be used to monitor progress. Push-in instruction will also occur based on student need.



Measurement

iReady-Reading (iReady Universal Screener)



Date 5.31.19



Resources Available

Interim Assessment Blocks (IABs), Literacy Framework, Priority Standards and accompanying rubrics, strategic scheduling that allows double and triple dosing, grade level created Common Formative Assessments, Common Core Companion reference resources.



Resources Needed

Planning time, push in support.



Responsible

Grade 3, Sp.Ed, Title I, ELL.

GOAL: Decrease the percentage of students in level 1 for Reading (Claim 1) from 42% (11 students) to 35% (9 students).

Claim 1 focuses on reading. Roosevelt students need more reading development, particularly phonics and vocabulary, to comprehend grade level text. Improving these skills will further support writing, an emerging Claim focus at Roosevelt.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Hispanic &
African American

➔ Action Step

In addition to core instruction, these students will participate in a strategy group using SBA practice items at least 1-2 times per week, led by the classroom teacher, Sp.Ed teacher or an intervention teacher and measured by weekly CFAs.

➔ Action Step

Students will use vocabulary strategies to define important content words from Informational text 1-2 times a week. CFAs will be used to monitor progress. Push-in instruction will also occur based on student need.



Measurement CFA (Common Formative Assessment)



Date 5.31.19



Resources Available

Interim Assessment Blocks (IABs), Literacy Framework, Priority Standards and accompanying rubrics, strategic scheduling that allows double and triple dosing, grade level created Common Formative Assessments, Common Core Companion reference resources.



Resources Needed

0



Responsible

Grade 4, Sp.Ed, Title I, ELL, LAP teachers

GOAL: Decrease the percentage of students in level 1 for Reading (Claim 1) from 83% (20 students) to 46% (11 students).

Claim 1 focuses on reading. Roosevelt students need more reading development, particularly phonics and vocabulary, to comprehend grade level text. Improving these skills will further support writing, an emerging Claim focus at Roosevelt.



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Hispanic &
African American

➔ Action Step

In addition to core instruction, these students will participate in a strategy group using SBA practice items at least 1-2 times per week, led by the classroom teacher, Sp.Ed teacher or an intervention teacher and measured by weekly CFAs.

➔ Action Step

Students will use vocabulary strategies to define important content words from literary texts 1-2 times per week. CFAs will be used to monitor progress.



Measurement CFA (Common Formative Assessment)



Date 5.31.19



Resources Available

Interim Assessment Blocks (IABs), Literacy Framework, Priority Standards and accompanying rubrics, strategic scheduling that allows double and triple dosing, grade level created Common Formative Assessments, Common Core Companion reference resources.



Resources Needed

0



Responsible

Grade 5, Sp.Ed, Title I, ELL, LAP teachers

GOAL: Shift students from level 2 to level 3 in Math (Claim 1) by 40% (4 of 10) on math concepts and procedures.

One strand of claim 1 focuses on using place value understanding to answer multi-digit arithmetic. Roosevelt students will need understanding of multi-digit arithmetic throughout their life to answer complex questions at home and school.



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

Hispanic &
Other/Multiracial

➔ Action Step

In addition to core instruction, students will work with the classroom teacher or support staff at least 1-2 times per week on understanding single and multiple digit addition and subtraction with regrouping up to 1,000 as measured by exit tickets.

➔ Action Step

In addition to core instruction, students will work in the online program iReady on NBT Common Core Standards for Grade 3 1-2 times per week. Teacher will monitor/review student status with student.



Measurement iReady-Math (iReady Universal Screener)



Date 5.31.19



Resources Available

Interim Assessment Blocks (IABs), Math Framework, Priority Standards, Formative Assessments, Common Core Companion reference resources, iReady lessons, and ixl.



Resources Needed

Computers, planning time, push in support.



Responsible

Grade 3 teachers, Instructional Coach, Principal, Sp.Ed Teacher

GOAL: Decrease the percentage of students in Level 1 for Math (Claim 2) by 60% (6 of 10 students).

One strand of claim 2 focuses on problem solving. The Standards for Mathematical Practice focus on habits of mathematical thinking. Roosevelt students need both computation and thinking/reasoning of math. Claim 2 allows for both.



GRADE

4



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

Hispanic &
African American

Action Step

Students will learn how to problem solve in multiplication and division using array, equal groups, area and comparison models as measured by exit tickets.



Action Step

Students will work in the online program iReady on OA Common Core Standards for third grade 1-2 times per week. Teacher will monitor in small group/1:1 weekly.



Measurement CFA (Common Formative Assessment)



Date 5.31.19



Resources Available

Interim Assessment Blocks (IABs), Math Framework, Priority Standards, strategic scheduling that allows double and triple dosing, grade level created Common Formative Assessments, Common Core Companion reference resources.



Resources Needed

0



Responsible

Grade 4 teachers, Instructional Coach, Principal, Sp.Ed Teacher

GOAL: Decrease the percentage of students in level 1 for Math (Claim 2) by 22% (4 of 18 students).

One strand of claim 2 focuses on problem solving. The Standards for Mathematical Practice focus on habits of mathematical thinking. Roosevelt students need both computation and thinking/reasoning of math. Claim 2 allows for both.



GRADE

5



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

Hispanic &
African American

Action Step

Students will learn how to problem solve in multiplication and division using array, equal groups, area and comparison models as measured by exit tickets.



Action Step

Students will work in the online program iReady on OA Common Core Standards for Grade 3 1-2 times per week. Teacher will monitor/review in small group/1:1 weekly.



Measurement CFA (Common Formative Assessment)



Date 5.31.19



Resources Available

Interim Assessment Blocks (IABs), Math Framework, Priority Standards, strategic scheduling that allows double and triple dosing, grade level created Common Formative Assessments, Common Core Companion reference resources.



Resources Needed

0



Responsible

Grade 5 teachers, Instructional Coach, Principal, Sp.Ed Teacher

GOAL: Shift 50% (10 of 20) of students from Level 2 to Level 3 on the standard RF.K.4 reading emergent text.

After acquiring the majority of sounds and letters and the majority of the first 25 high frequency sight words, the next step in language acquisition is to apply those skills reading emergent reader text independently.



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Foundational
Skills

GROUP

Hispanic & White

→ Action Step

In addition to core, students will work in small groups and 1:1 daily with teacher & push-in staff in guided reading groups and reading to an adult. Also, the teacher will work with these students in a guided reader group using aligned leveled text 1-2 times per week.

→ Action Step

In addition to core, intervention teachers will do pull out intervention work with these students on sound, letter & sight word recognition/phonics strategies. Also, the teacher will work with these students on sound/letter correspondence and CVC words in a strategy group 1-2 times per week.



Measurement DRA (Developmental Reading Assessment)



Date 5.31.19



Resources Available

DRA materials, Literacy Framework, Priority Standards with rubrics, team created CFAs, Common Core Companion resources.



Resources Needed

0



Responsible

Grade K, Sp.Ed, Title I, ELL, LAP, K-3 Literacy Support teachers

GOAL: Increase 35% (7 of 18) of students from level 2 to level 3 on the standard RF.1.3 know and apply grade-level phonics.

By the end of first grade students should increase from level 2 to level 3 in the subtest of phonics. This will allow them to accurately and fluently read 1st grade text.



GRADE

1



LEVEL

1



AREA OF FOCUS

Reading Foundational
Skills



GROUP

Hispanic &
African American

➔ Action Step

In addition to core instruction, the teacher will work with these students in a phonics strategy group or in small group instruction on long vowel sounds as identified by the i-ready assessment 1-2 times per week

➔ Action Step

In addition to core instruction, intervention teachers will continue pull out intervention groups with Grade 1 students and work 1:1 or in small groups on sound, letter and phonics skills as measured by daily exit tickets. Push-in instruction will also occur based on student need.



Measurement iReady-Reading (iReady Universal Screener)



Date 5.31.19



Resources Available

Literacy Framework, Priority Standards with rubrics, team created CFAs, Common Core Companion resources, Phonics pilot programs.



Resources Needed

0



Responsible

Grade 1, Sp.Ed, Title I, ELL, LAP, and K-3 Literacy Support Teachers

GOAL: Shift 40% (4 of 10) of students from level 2 to level 3 on the standard that asks students to independently read to support comprehension.

Academic vocabulary development and foundational literacy are essential to student progression to read and comprehend grade level text.



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Informational
Text

GROUP

Hispanic &
African American

➔ Action Step

In addition to core instruction students will work in small groups daily with the teacher or support staff and independent work practicing informational text reading comprehension and identification of the main idea using questions stems from TCOE as measured by weekly CFAs.

➔ Action Step

Intervention teachers will pull out intervention groups with these students and work 1:1 or in small groups on grade level vocabulary (pulled from anchor text), high frequency words (TSI List), and phonics strategies (vowel teams, blends and digraphs, "R" controlled vowels, CVCe words).



Measurement CFA (Common Formative Assessment)



Date 5.31.19



Resources Available

Literacy Framework, Priority Standards with rubrics, team created CFAs, Common Core Companion resources.



Resources Needed

0



Responsible

Grade 2, Sp.Ed, Title I, ELL, LAP, and K-3 Literacy Support teachers

GOAL: Shift 35% (6 of 17) of students in level 2 to level 3 on the standard that asks students to identify key ideas and details.

Academic vocabulary development and foundational literacy are essential to student progression to read and comprehend grade level text.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Informational
Text



GROUP

Hispanic &
Other/Multiracial

➔ Action Step

In addition to core instruction, students will work in small groups weekly with the teacher or support staff practicing reading comprehension with guided readers and identification of the key details using TCOE question stems as measured by exit tickets.

➔ Action Step

In addition to core instruction, Title I, ELL teachers will continue pull out intervention groups with Grade 3 students. Classroom teacher will work weekly with whole group on brief writes incorporating informational texts.



Measurement

iReady-Reading (iReady Universal Screener)



Date 5.31.19



Resources Available

IABs, Literacy Framework, Priority Standards with rubrics, team created CFAs, Common Core Companion resources, ELA toolkit.



Resources Needed

Planning time, push-in support and engaging informational texts.



Responsible

Grade 3, Sp.Ed, Title I, ELL

GOAL: Shift 27% (3 of 11) of students in Level 1 to Level 2 on the standard that asks students to identify key ideas and details.

Academic vocabulary development and foundational literacy are essential to student progression to read and comprehend grade level text.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading Informational
Text

GROUP

Hispanic &
African American

Action Step

In addition to core instruction, the teacher will work with CAP students in a vocabulary small group focusing on prefixes, suffixes and base words as identified by the iReady assessment 1-2 times per week.

Action Step

Students will use vocabulary strategies (e.g. read around the word) to define important content words from literary texts 1-2 times per week. CFAs will be used to monitor progress.



Measurement

CFA (Common Formative Assessment)



Date

5.31.19



Resources Available

IABs, Literacy Framework, Priority Standards with rubrics, team created CFAs, Common Core Companion resources.



Resources Needed

Grade 4, Sp.Ed, Title I, ELL, LAP teachers



Responsible

Grade 4, Sp.Ed, Title I, ELL, LAP teachers

GOAL: Shift 45% (4 of 9) of students from Level 1 to level 2 on the standard asking students to identify the main idea in an informational text.

Academic vocabulary development and foundational literacy are essential to student progression to read and comprehend grade level text.



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading Informational
Text

GROUP

Hispanic &
African American

Action Step

In addition to core instruction, the teacher will work with CAP students in a vocabulary small group focusing on prefixes, suffixes and base words as identified by the iReady assessment 1-2 times per week.

Action Step

Students will use vocabulary strategies (e.g. read around the word) to define important content words from literary texts 1-2 times per week. CFAs will be used to monitor progress.



Measurement CFA (Common Formative Assessment)



Date 5.31.19



Resources Available

IABs, Literacy Framework, Priority Standards with rubrics, team created CFAs, Common Core Companion resources.



Resources Needed

0



Responsible

Grade 5, Sp.Ed, Title I, ELL, LAP teachers

GOAL: Shift 66% (6 of 9) of students from level 2 to level 3 on K.OA.A.5 asking students to fluently add and subtract within 5 without manipulative support.

Students have a strong understanding of counting and cardinality which provides a base foundation to quickly solve addition and subtraction problems fluently.



GRADE

K



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic & White

➔ Action Step

In addition to core instruction, students will work in small groups or 1:1 with the classroom teacher/support staff at least 3 times a week in fluently adding and subtracting. Also, the teacher will work with these students in a small group setting focusing on number recognition 1-2 times per week.

➔ Action Step

In addition to core, students will practice using strategies (e.g. dots) adding/subtracting problems independently. Students will practice adding/subtracting 3 times per week on iReady. The teacher will work with these students in small group focusing on 1-1 correspondence 1-2 times per week.



Measurement

 CFA (Common Formative Assessment)


Date

 5.31.19


Resources Available

Math Framework, Priority Standards, team created CFAs, Common Core Companion resources, strategic scheduling that allows double and triple dosing.



Resources Needed

0



Responsible

Grade K teachers, SpEd teacher

GOAL: Increase proficiency by 26% (5 of 19) of students from level 2 to level 3 on the standard 1.NBT.B* cluster asking students to understand place value.

Foundational number sense is essential to the ability to master more complex math tasks such as addition and subtraction.



GRADE

1



LEVEL

1



AREA OF FOCUS

Number and operations
in base 10



GROUP

Hispanic &
African American

➔ Action Step

In addition to core instruction, students will work in small groups or 1:1 with the classroom teacher or support staff at least 1-2 times per week on counting in sequence to 120 and solving mixed addition and subtraction problems within 20 as measured by exit tickets.

➔ Action Step

In addition to core instruction, students will practice addition and subtraction problems 1-2 times weekly on iReady with teacher monitoring progress weekly.



Measurement iReady-Math (iReady Universal Screener)



Date 5.31.19



Resources Available

Math Framework, Priority Standards, team created CFAs, Common Core Companion resources, strategic scheduling that allows double and triple dosing.



Resources Needed

0



Responsible

Grade 1 teachers, SpEd Teacher

GOAL: Shift 29% (4 of 14) of students from level 2 to 3 on the standard asking students to add and subtract within 1000

Place value is essential to master more complex math tasks and apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace, as well as, selecting and using appropriate tools strategically.



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

Hispanic &
African American

➔ Action Step

In addition to core students will work in small groups or 1:1 with the teacher 4-5 times per week using manipulatives (place value disks, unit cubes, rods & flats) & models (number bonds, place value charts, arrow method) to add and subtract fluently within 1000.

➔ Action Step

Students will work in the online program iReady on NBT Common Core Standards for Grade 2 4-5 times per week. Teacher will monitor progress weekly.



Measurement iSM-Math (iReady Standards Mastery)



Date 5.31.19



Resources Available

iSM, Math Framework, Priority Standards, team created CFAs, Common Core Companion resources, strategic scheduling that allows double and triple dosing.



Resources Needed

0



Responsible

Grade 2 teachers, SpEd Teacher

GOAL: Shift 40% (4 of 10) of students from level 2 to level 3 on the standard asking students to use multiple digit addition and subtraction.

Operations of adding and subtracting are required to master more complex math tasks and apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. This includes selecting and using appropriate tools strategically.



GRADE

3



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP

Hispanic &
Other/Multiracial

➔ Action Step

Students will work with the classroom teacher or support staff in small groups or 1:1 at least 1-2 times per week on understanding double to triple digit addition and subtraction with regrouping up to 1,000 as measured by exit tickets.

➔ Action Step

Students will work in the online program iReady on NBT Common Core Standards for Grade 3 1-2 times per week. Teacher will monitor progress weekly and review with students on lessons failed.



Measurement iReady Growth Monitoring Math



Date 5.31.19



Resources Available

IABs, Math Framework, Priority Standards, team created CFAs, Common Core Companion resources, iReady lessons.



Resources Needed

Computers, regrouping activities that promote mathematical thinking, and push in support.



Responsible

Grade 3 teachers, SpEd Teacher

GOAL: Shift 22% (4 of 18) of students from level 1 to level 2 on the standard asking students to multiply and divide within 100 to solve word problems.

Multiplying and dividing are required to master more complex math tasks and apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. This includes selecting and using appropriate tools strategically.



GRADE

4



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic &
African American

➔ Action Step

In addition to core instruction, teachers and support staff will work with CAP students in small groups to focus on operations with fractions, mixed numbers, and decimal numbers. Teacher will reteach skills from whole group instruction in the workshop model.

➔ Action Step

Students will work in the online program iReady on OA Common Core Standards for Grade 4 1-2 times per week. Teacher will monitor progress weekly.



Measurement CFA (Common Formative Assessment)



Date 5.31.19



Resources Available

IABs, Math Framework, Priority Standards, team created CFAs, Common Core Companion resources, strategic scheduling that allows double and triple dosing.



Resources Needed

0



Responsible

Grade 4 teachers, SpEd Teacher

GOAL: Shift 22% (4 of 18) of students from level 1 to level 2 on the standard asking students to convert between fractions, decimals and mixed numbers.

Converting fractions, decimals and mixed numbers are required to master complex math tasks & apply mathematics to solve well-posed problems arising in everyday life, society, & the workplace; including selecting & using appropriate tools strategically.



GRADE

5



LEVEL

1



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic &
African American

Action Step

In addition to core instruction, teachers and support staff will work with CAP students in small groups to focus on operations with fractions, mixed numbers, and decimal numbers. Teacher will reteach skills from whole group instruction in the workshop model.

Action Step

Students will work in the online program iReady on OA Common Core Standards for Grade 5 1-2 times per week. Teacher will monitor progress weekly.



Measurement CFA (Common Formative Assessment)



Date 5.31.19



Resources Available

IABs, Math Framework, Priority Standards, team created CFAs, Common Core Companion resources, strategic scheduling that allows double and triple dosing.



Resources Needed

0



Responsible

Grade 5 teachers, SpEd Teacher