



Merion Elementary School

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Building Learning Plan 2018-2019

For the past three years, each grade level team at Merion has developed a learning plan to address an area of focus as it pertains to student learning. These building learning plans (BLP) have been developed by teams of educators in all ten of our Lower Merion schools.

Building Learning Plans are school specific plans which are originated at each school in LMSD. They are constructed by building based teams along with support from supervisors and district administrators. Each school develops a learning plan to ensure all students are making progress and achievement gaps are being closed. Each building team analyzes numerous data points in order to form the plans. The plans are reviewed to monitor progress towards the goals and to determine if goals have been met, need to be revised, or need to be completely restructured. There are three parts to all of the learning plans: targeted supports for individual students; district-wide priorities for curricular improvement; and team based actionable goals and measurable objectives. This report will focus on the third part of the learning plan – ‘team based actionable goals and measurable objectives’.

At Merion, teachers meet on a regular basis as part of Professional Learning Communities where they engage in ongoing discussions about the implementation of the plans, identify successes and challenges, and share best practices and ideas to meet the needs of all the students in the grade level.

In addition to the grade level plans that are developed by teacher teams, we are also focused on continuous development of strategies and supports for individual students. Collaboration with our Elementary Curriculum supervisors is also focused on broader district wide goals which have been identified as areas to enhance or strengthen across all six elementary schools.

Each grade level team at Merion has identified an area of need and designed a plan to address this specific area. Grade teams have reviewed and analyzed district level assessments, state assessments and formative assessments that are used during daily lessons to inform the areas for targeted focus. Teachers also collaborate with math and literacy specialists and other members of the school based teams who also have specific knowledge of students and of grade level performance at both a building and a district level.

While there are many academic standards that we want all students to meet, the purpose of the building learning plans is to more intently focus on an area that will serve as a foundational skill for other learning or will provide students with an opportunity to further develop their critical thinking abilities. For example, in kindergarten, our focus on building sight words is important to the further development of reading skills. Helping first graders to develop strategies to organize a writing piece so that it communicates thoughts and ideas of our young authors in a clear and sequential manner is a key component of the writing process. Organization is just one of five domains that are assessed, but a successful introduction and focus in the younger grades will help students as they continue to engage in more complex writing tasks as they progress through school. Teachers in grades four and five are continuing to develop and model strategies for students to produce a well-developed text dependent analysis (TDA). Crafting a well written TDA is a complex task for

students and one in which our upper grade teams are devoting a great deal of time to plan and deliver lessons and strategies to help students develop proficiency in this area.

Specific goals for each grade level are listed below:

Kindergarten

It was observed during DRA that 45/58 (about 78%) kindergarten students were unable to move on to an A or B reading level (from an A- or A reading level) due to an inability to read and recognize the sight words: I, a, see, it, the, has. We hope to have 90% of students (52/58) be able to read and write these sight words by June. Benchmark reading level for end of kindergarten is C/D which would require mastery of these sight words. If and when students meet expectations, new and more difficult sight words will be added to their list of memorized words in their differentiated guided reading groups.

Grade 1

A number of first grade students are struggling with the organizational element of narrative writing based on our baseline assessment. (3% of first graders had a proficient score in Organization) Therefore, we are hoping to increase student achievement with this skill throughout the year. First, we will focus on putting actions into chronological order. Then, we will focus on using temporal words and phrases to show time order. Next, we will focus on ending our writing in a way that makes the piece finished. By June, the percentage of first grade students who demonstrate a proficient score in organization will improve from 3% to 80%.

Grade 2

Students will improve in fluency of addition and subtraction facts as demonstrated through assessments throughout the year that focus on fluency using a sampling of 32 addition and subtraction facts. Students who have mastered these facts will move on to more complex problems. By the end of the year, 90% of the students will demonstrate math fact fluency (of assessed facts) at the proficient or advanced level (score range of 24/32- 32/32).

Grade 3

A number of third grade students are struggling to compute multi-digit addition and subtraction problems independently. Baseline data showed that 11% of students were proficient with this skill in October.

Therefore, we are hoping to increase student achievement with this skill throughout the year. First, we want to focus on third grade students building a stronger understanding of single fact fluency. We believe this to be a foundational skill for math concepts to be learned throughout the school year such as multi-digit addition and subtraction, multiplication, and fractions. As more and more students have acquired proficiency with this skill, we will further extend this understanding later in the year to include multi-digit addition and subtraction proficiency. We would like to have 80% of students at proficiency by June 2019.

Grade 4

Students need to develop the ability to analyze a passage and determine strong evidence to support their claim and will write a complete TDA by the end of the year. Students will be able to identify theme, cite text evidence and write a complete TDA essay by the end of the year. By June of 2109, 75% of our students will score a 3, or proficient, on their TDA essay.

Grade 5

5th grade students will be able to interpret and analyze various texts with the goal of constructing an open-ended text dependent analysis. Progress will be measured by reviewing and assessing various forms of written TDA tasks (Time

for Kids, Released PSSA items, the TDA unit developed at the district level). As the texts become more difficult, students will develop their abilities by producing a TDA that is substantial, specific, and illustrative.

By June of 2019, the majority (75% or more) of 5th graders will score advanced or proficient on the (TDA) portion of the PSSA.

Merion Elementary Learning Plans

2018 - 2019



Overview

Section 1: Achievement Imperative Goal

This section is reserved for individual students who are not meeting expected achievement goals.

Section 2: Districtwide Teaching and Learning Goals

Goals determined by the Curriculum Team, along with systematic Districtwide responses. Building-based teams are expected to consider these goals and systematic responses, compare local data to district-wide needs, then develop action plans for how they will personalize the goal and respond.

Section 3: Action Plans

Action Plans are created. Suspected causation and actionable solutions are detailed that will address the identified issues.

Section 2: Districtwide Teaching and Learning Goals

Analysis of assessment data at the District level will help determine topics that are difficult to learn for students across the District. The curriculum team will identify these areas of focus and determine some system-wide actions and explorations that will be taken. Building-level teams will examine their data in relation to district trends to determine if anomalies exist.

	Area of Focus
2.1.2.	<p><i>What is the districtwide teaching and learning priority? What skill(s) is/are identified as a districtwide need? To be provided by the Curriculum Team.</i></p> <p><i>Initial noticings of the PSSA data in the area of ELA (grades 4-5) include... Category 5- Text-Dependent Analysis (TDA) continues to be challenging for students in</i></p> <p><i>Initial noticings in the area of Math (grade 5) include... Geometry, specifically graphing on the coordinate plane, which reveals a negative trend from grade 4 to grade 5 as reported in PSSA data. Fractions also require additional emphasis as evidenced in the high-low report and district benchmark assessments.</i></p> <p><i>Initial noticings in the area of Math (grade 3 and 4) include... difficulty with Geometry in grade 3 and struggles with Fractions in grade 4 as evidenced in the PSSA high-low report and district benchmark assessments. These are the same two areas identified as challenges in 5th grade.</i></p> <p>ELA (grades 1-3): A well-written essay is required for Text-Dependent Analysis; students need to be strong writers. Benchmark data indicates that writing skills</p> <p>Math: Mastery of Geometry skills and concepts are critical in making real-world connections. These Geometry skills, concepts, and connections increase in</p> <p>The ability to apply and understand Fractions is critical. Fractions are a key component of many other complex mathematical topics including ratios, rates,</p>
2.1.2.	Baseline Data on Area of Focus

1	<p>ELA: The majority of grade 4 students (302 students 51%) and grade 5 students (343 students or 55%) received a score of 8 out of 16 possible points suggesting their responses did not include sufficient depth of analysis in their essay. 33% of grade 5 students score in the bottom 1/3 of the state when</p> <p>ELA (grades 1-3) Benchmark data shows growth in writing skills is more pronounced in the first half of the year than in the second half.</p> <p>Approximately 1 out of every 4 students score in the bottom 1/3 of the state when compared to grade-level peers in this category. In grade 3, approximately 25% of students achieved scores of Basic or Below Basic on our district benchmark assessments in this category. On the grade 4 PSSA, 50% of our students scored in the top 1/3 of the state, while on grade 5 PSSA, only 40% of our students scored in the top 1/3 of the state.</p> <p>On the grade 4 PSSA, 40% of our students scored in the top 1/3 of the state while 25% of our students scored in the bottom 1/3 of the state. On the grade 5 PSSA, 49% of our students scored in the top 1/3 of the state while 21% scored in the bottom 1/3 of the state when compared to grade-level peers in this category.</p>
2	
2.1.3.	Actions to be taken at the District Level
	<p><i>What will be more deeply explored and what actions will be taken by the curriculum team as a result of these initial noticings? What questions are raised by</i></p> <p>Action Steps for ELA (grades 4-5) with TDA: Continue the work started with Dr. Lynn Dorfman. Provide more practice samples and specific time for practice in the curriculum. Assure designated writing time so District develops strong writers. Establish scoring alignment for benchmark text-dependent analysis essays.</p> <p>Actions Steps for ELA (grades 1-3): Allot dedicated time for writing. Improve scoring alignment by including opportunities for improved inter-rater reliability.</p>

(Kindergarten) Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement

What problem are you hoping to solve?

It was observed during DRA that 45/58 (about 78%) kindergarten students were unable to move on to an A or B reading level (from an A- or A reading level) due to an inability to read and recognize the sight words: I, a, see, it, the, has. We hope to have 90% of students (52/58) be able to read and write these sight words by June. Benchmark reading level for end of kindergarten is C/D which would require mastery of these sight words. If and when students meet expectations, new and more difficult sight words will be added to their list of memorized words in their differentiated guided reading groups.

3.1.2. Data

We are relying on our DRA results as it is the only sight word data we have at this point in the year. Baseline: 45/58 kindergarten students were unable to read/recognize the following sight words: I, a, the see, it, has, like, me

3.1.3. Suspected Cause/s

What is the most likely cause?

We cannot know for sure but as our students come from various educational backgrounds, countries, and daycare/school situations and have only been in our school for one month, it is most likely due to a lack of exposure to sight words and age appropriate reading materials as they are just reaching an appropriate age for reading and reaching instruction. Many students younger than 5 years old (and some younger than 7) do not have enough visual development to begin to memorize sight words.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>

*	<p>1 New sight word will be introduced in guided reading lessons (1-2x per week), reinforced during kidwriting (2-3x per week) and independent writing activities (2-3x per week) and then growth will be assessed at the end of each month using individualized sight word lists (1x per month).</p>	<p>Students will be able to independently read and write 4 previously unknown sight words per month at their instructional level.</p>	<p>-Nicole Wiggins -Meredith Johnson -Edie Lewis</p>	<ul style="list-style-type: none"> • <i>Taught 1 new word each week</i> • <i>Review 3 previously known sight words per week</i> • <i>Use 1 new and several previously learned sight words several times per week during authentic writing activities</i> • <i>Read and Write 4 newly acquired sight words month to prove mastery</i> 	
1	<ul style="list-style-type: none"> • Four steps to introduce new sight words during guided reading: <ol style="list-style-type: none"> 1) arrange magnet letters in appropriate order 2) point to the letters one at a time and then run your finger under the whole word and read it 3) Play "What's missing?" 4) Play "Mix & Fix" 5) Write it three times 	<ul style="list-style-type: none"> • Students will quickly follow all steps • Students will successfully "fix" their mixed up sight word • Students will successfully identify and replace the missing letter • Students will successfully spell the new sight word three times on their white boards 	<p>-Nicole Wiggins -Meredith Johnson</p>	<p>1x per week in students' individual guided reading lessons</p>	
2	<ul style="list-style-type: none"> • Steps to reinforce new sight words during Kidwriting & independent writing activities: <ol style="list-style-type: none"> 1) Point out newly added sight words on word wall and have children spell/chant out loud (ex: t-h-e-the, t-h-e- the, t-h-e-the) 2) remind them to check the word wall for the newly acquired sight words. 	<ul style="list-style-type: none"> • Students will locate newly posted/taught sight words on the word wall • Students will correctly spell (or correct misspelled sight words) in their kidwriting journals 	<p>-Nicole Wiggins -Meredith Johnson -Edie Lewis -Family Volunteers</p>	<p>4-6x per week during whole group Kidwriting lessons and informative/narrative/persuasive writing lessons.</p>	
3	<ul style="list-style-type: none"> • Steps to review newly acquired sight words in guided reading: <ol style="list-style-type: none"> 1) Dictate sight word to children and remind them it is posted on the word wall 	<p>Students will independently and correctly write the three dictated sight words on dry erase boards (taught in weeks previously).</p>	<p>-Nicole Wiggins -Meredith Johnson</p>	<p>1x per week in students' individual guided reading lessons</p>	

4	<ul style="list-style-type: none"> Steps to assess student mastery (read & write sight words independently): <ol style="list-style-type: none"> Students will be asked: Write "the." Students will then be given a flashcard of the same sight word and be asked to read it. Results will be recorded (yes or no). This process will be repeated for each of the 4 new sight words taught that month. (1 per week) 	Students will independently and correctly write the four dictated sight words (4 new words taught that month).	-Nicole Wiggins -Meredith Johnson	(1 st of each month- how many of the 58 kindergarteners have mastered their newly taught sight words) November 1- December 1- January 1- February 1- March 1- April 1- May 1- June 1-	
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(Grade 1) - Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals

3.1.1. Problem Statement

What problem are you hoping to solve?

A number of first grade students are struggling with the organizational piece of narrative writing. (Please see data below to support our thinking)

Therefore, we are hoping to increase student achievement with this skill throughout the year. First, we will focus on putting actions into chronological order. Then, we will focus on using temporal words and phrases to show time order. Next, we will focus on ending our writing in a way that makes the piece seemed finished.

3.1.2. Data

What data provide insight on the problem?

Kindergarten data: 8% of the kindergarteners were able to use and write complex and varied sentences.

First grade benchmark data:

Number of Students are Below Basic= 83%
 Number of Students that are Basic= 14%
 Number of Students that are Proficient= 3%
 Number of Students that are Advanced= 0%

3.1.3. Suspected Cause/s

What is the most likely cause?

The most likely causes include that the scoring rubric for kindergarten is not the same so there is not a direct correlation. In kindergarten the focus was writing more sentences. In addition, first graders are coming from many different school backgrounds so their current level of abilities differ greatly and students have different developmental milestones at different times of their lives.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Gather baseline data of student’s current understandings of writing a well-organized narrative piece <ul style="list-style-type: none"> • 4 Clear and chronological sequence of events; beginning, middle, end; related ideas are grouped together and in logical order. • 3 Consistent sequence of events with a beginning, middle, and end; interruptions to the sequence may occur; some ideas are grouped together. 	Baseline data will help us form flexible groups for instruction and set individual goals. We will use some of WIN time for these flexible groups.	General education teachers, special education teachers, reading specialist	October 2018 to May 2019 We will score writing in the organization domain monthly and score entire writing samples according to the District timeline.	Results of Baseline Data on Teacher Created Assessment Based on this assessment, Number of Students are Below Basic= 85% Number of Students that are Basic= 14% Number of Students that are Proficient= 3% Number of Students that are Advanced= 0%

	<ul style="list-style-type: none"> • 2 Inconsistent sequence of events, includes 2 of the 3 (B,M,E); interruptions may interfere with meaning; content may be confused. • 1 Little or no sequence of events and or interruptions to the sequence interfere with meaning; minimal content 	We will continue to re-evaluate the new data each month and regroup as necessary.			
2	<p>Share resources and materials with the team and begin to implement these strategies and resources into individual classrooms based on students' needs.</p> <p>Resources include:</p> <ul style="list-style-type: none"> • 6 + 1 Traits of Writing (Primary Grades) • Trait-Based Mini-Lessons for Teaching Writing (grades 2-4) • WSB p174 and p175 • WSB p178 and p179 • Mentor Text Chapter 5 • Trait Crate 	We will give monthly narrative assessments and assess students on either the beginning, middle, end, or all three components of organization (May-see below for more specific breakdown).	General education teachers, special education teachers	<p>October: by 9th</p> <p>November: 15th</p> <p>December: 14th</p> <p>January: 14th</p> <p>February: 15th</p> <p>March: 15th</p> <p>April: 15th</p> <p>May: 13th</p> <p>June: 14th</p>	<p>See below for October Data</p> <p>Team will post monthly data</p> <p>Team will post end of year data to determine whether or not the goal has been met</p>
3	<p>Using Picture Books to Teach Writing with the Traits K-2, teachers will use the focus lessons (page 35-40) to teach students how to write a bold beginning, mighty middle, and excellent ending. Teachers will choose 10 or more other lessons from the guide as well.</p>	Students will go up at least one level (scoring rubric 1-4, see above) by the end of the school year.	General education teachers, special education teachers	<p>October & November:</p> <p>Beginning: Students will set the stage for their stories by demonstrating a strong topic sentence to engage the audience. This will help to</p>	

				<p>structure the organization of their writing.</p> <p>December, January, & February:</p> <p>Middle: Students will add related ideas that are grouped together to support the topic sentence using transition words to further understand the topic.</p> <p>March & April:</p> <p>End: Students will learn to write a conclusion that sums up the beginning and middle parts of their stories using transition words.</p> <p>May:</p> <p>Students will show growth in their ability to:</p> <p>Write a topic sentence with details.</p> <p>Write a middle to support the topic</p>	
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				<p>sentence using transition words.</p> <p>Write a conclusion that summarizes the beginning, middle and end of the story in logical order with appropriate transitional words.</p> <p>This writing will show improvement in organization – order of ideas and overall structure.</p>	
4	<p>Re-administer narrative writing assessment and score for organization using the rubric from the county (see below). We are planning to break up the trait of organization by teaching bold beginnings in October and November; Mighty Middles in December, January, and February; and Excellent Endings in March and April.</p>	<p>We hope that this will demonstrate student growth and help to identify students who need further practice or extension activities using this skill</p>	<p>General education teachers, special education teachers</p>	<p>End First Grade</p>	<p>As of June 1 2019, first grade students will improve by 1 point on the 4 point rubric scale for organization with narrative writing (1- Below Basic, 2- Basic, 3- Proficient, 4-Advanced)</p> <p>Number of Students who improved by 1 point or more= _____</p> <p>Number of Students who did not improve by 1 point or more= _____</p>
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(Grade 2) Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the District-wide curricular goals.

3.1.1. Problem Statement

What problem are you hoping to solve?

Students will improve in fluency of addition and subtraction facts as demonstrated through assessments throughout the year that focus on fluency using a sampling of 32 addition and subtraction facts.

By the end of the year, 90% of the students will demonstrate math fact fluency (of assessed facts) at the advanced level.

29-32 correct facts, 90%+, Advanced

24-28 correct facts, 75%-89%, Proficient

19-23 correct facts, 60%-74%, Basic

>19 correct facts; <60%, Below Basic

Students who score advanced on two consecutive assessments will then be assessed on number strings to assure that all students continue to grow according to individual needs.

Standards: CC.2.2.2.A.2 Operations and Algebraic Thinking~Use mental strategies to add and subtract within 20.

Why is this a priority need?

Fact fluency of these basic facts (facts within 20) is important to support more complex problem solving in second grade, and as a building block for multiplication as students move on to third grade. **Fluency comes about when students develop number sense, when they are mathematically confident because they understand numbers.**

3.1.2. Data

What data provide insight on the problem?

- CC.2.2.1 - Operations and Algebraic Thinking ~ Represent and solve problems involving addition and subtraction within 20. – **89.8% of students were proficient in this standard at the end of 1st grade (2017-2018 school year)**
- M03.A-T.1 - Such as, add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers – **Only 79.8% of 3rd graders were proficient on this skill on the 1st Benchmark (2017-2018 school year)**

3.1.3. Suspected Cause/s

What is the most likely cause?

- Breaks in instruction
- Is this due to them not having fluency with their facts or place value understanding?
- Pacing of Instruction
- Need to find additional time to provide opportunities for students to develop fluency with computation and work on meaningful number activities that will help them commit math facts to heart while at the same time understanding numbers and math.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the District-wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Baseline assessment developed by teachers to guide in the implementation of meaningful fact practice and multi-digit computation activities in the classroom setting. This could be done via direct explicit instruction, in small groups, and/or through individualized practice depending on students’ needs.	Many will not be proficient and results will guide our planning for students requiring additional work on meaningful number activities to practice these skills. In addition, we will monitor student progress in the classroom setting through small group, whole group, and individualized activities.	Mrs. Kaufmann, Mrs. Green, Mrs. Pressley, Mr. Tinker, (second grade team); Mrs. Seifert (math specialist); Mrs. Cohen (IST teacher)	By October 15th, the students will be assessed	
2	Data collected by the 15th of each month, October through May.	Student groups/math centers can be developed based on monthly probes	Mrs. Kaufmann, Mrs. Green, Mrs. Pressley,	8x; By the 15th of each month, October-May.	

		<p>Instruction can be tailored for those who need more time to work on meaningful number activities they will help them commit math facts to heart while at the same time understanding numbers and math.</p> <p>Create more individualized approaches and activities to meet students' needs (Re-teaching make 10's facts, adding "clues" to Investigations fact cards).</p>	<p>Mr. Tinker, (second grade team); Mrs. Seifert (math specialist); Mrs. Cohen (IST teacher)</p>		
3	<p>Classroom routines with review and homework (for example: assigned focus on Dreambox, differentiated homework, small group instruction)</p> <p>Math Workshop games for example: "5 in Row - Investigations</p> <p>DreamBox</p>	<p>Students were sent home a math fact packet. They are expected to show improvement over time.</p> <p>Students will be able to apply skills to other types of problems.</p> <p>Students will be asked to play games with their math facts.</p>	<p>Mrs. Kaufmann, Mrs. Green, Mrs. Pressley, Mr. Tinker, (second grade team); Mrs. Seifert (math specialist); Mrs. Cohen (IST teacher)</p>	<p>DreamBox; 2x/week at school and 2x/week at home.</p> <p>2x/week</p>	
4	<p>Direct instruction/small group using strategies</p>	<p>As different math fact strategies occur in the Investigations program, teacher will review and help students develop clues</p>	<p>Mrs. Kaufmann, Mrs. Green, Mrs. Pressley, Mr. Tinker, (second grade</p>	<p>Daily</p>	

<p>Interviews - For example, "Aaron, what is six plus eight? How did you figure it out?"</p> <p>Observation - recognizing which strategies students know to help support students as they learn new strategies and tackle unknown facts.</p> <p>Journal prompts, E.g., "If your friend did not know the answer to $7 + 5$, how could he figure it out?" (Engages students in self-reflection and self-monitoring as well as emphasizes the importance of strategies in practicing basic facts.)</p> <p>Number Talks – helps to build number sense and flexibility in number thinking.</p> <p>Self-assessment - students reflect on which facts and strategies they know well and which ones are tough for them.</p>	<p>to solve math fact problems</p>	<p>team); Mrs. Seifert (math specialist); Mrs. Cohen (IST teacher)</p>	<p>When playing the games in Investigations</p> <p>Weekly</p> <p>During Discussions</p> <p>Weekly</p>	
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5	Meet to analyze progress as a grade level	As we gather data points on student progress, we will meet to analyze results and brainstorm strategies to assure growth towards our goal.	Mrs. Kaufmann, Mrs. Green, Mrs. Pressley, Mr. Tinker, (second grade team); Mrs. Seifert (math specialist); Mrs. Cohen (IST teacher)	PLC Meetings 2-3x/month	
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(Grade 3) Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement

What problem are you hoping to solve?

A number of third grade students are struggling to compute multi-digit addition and subtraction problems independently. (Please see data below to support our thinking)

Therefore, we are hoping to increase student achievement with this skill in pieces throughout the year. First, we want to focus on third grade students building a stronger understanding of single fact fluency. We believe this to be a foundational skill for math concepts to be learned throughout the school year such as multi-digit addition and subtraction, multiplication, and fractions. As more and more students have acquired proficiency with this skill, we will further extend this understanding later in the year to include multi-digit addition and subtraction proficiency.

With our baseline data (see below), we would like to have 80% of students at proficiency by June 2019.

3.1.2. Data

What data provide insight on the problem?

A variety of pieces of data indicated that this was an area of need for third graders this year including pre-tests, end of 2nd grade benchmark assessment, teacher created assessments, observations, and anecdotal records from both 2nd and 3rd grade teachers.

The grade 2 Benchmark 3 indicated that 20% of students were not proficient with the standard CC2.2.2 when adding two digit numbers using strategies. In addition, this assessment also indicated that standard CC2.2.2 was a concern because 35% of students were not proficient with this

standard when asked to solve subtraction problems within 100 to solve one step word problems. In addition, the baseline data provided below from September 2018 as well as anecdotal records indicated a need for more instruction and practice with this skill.

41.2% of current 3rd graders scored at advanced or proficient levels on the Grade 2 Benchmark 3 for the standard CC2.2.2, whereas 86% of the current 4th graders scored at advanced or proficient levels on the Grade 2 Benchmark 3 for the standard CC2.2.2. Additionally, 58.8% of the current 3rd graders scored Basic or Below Basic on the same standard, while current 14% of the current 4th graders performed at Basic or Below Basic. This indicates a particular need for our current 3rd graders to focus on standard CC2.2.2.

3.1.3. Suspected Cause/s

What is the most likely cause?

The most likely causes include lack of time spent in the previous year’s program, the lack of emphasis on needing to **memorize** facts within the program which emphasizes drawing, explaining thinking, and showing written work.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Gather baseline data of student’s current understandings of single digit addition and subtraction using a teacher created assessment.	Baseline data will help us form flexible groups for instruction and set individual goals	General education teachers, special education teachers, math specialist	September 2018	Results of Baseline Data on Teacher Created Assessment Based on this assessment, third grade students could accurately solve an average of <u>9.6</u> out of <u>25</u> problems in one minute. Number of Students at Non-Proficient= 89.5% Number of Students that are Proficient= 10.5%

2	Twice a week, students will engage in practice of basic addition facts through sums of twenty during centers. Once a week, students will complete an exit ticket to track their progress from a shared set of resources.	By October 31st our goal is to goal improve overall number of students who achieve proficiency to 25%. It is our hope that these activities will develop the “Habit of Mind” - striving for accuracy.	General education teachers, special education teachers, math specialist	October	See below for October Data
3	Read minister teacher created assessment to assess students’ current understanding of single digit addition and subtraction.	We hope that this will demonstrate student growth and help to identify students who need further practice or extension activities using this skill.	General education teachers, special education teachers, math specialist	End of October 2018	Results of Baseline Data on Teacher Created Assessment As of October 31, 2018, third grade students could accurately solve an average of _____ problems in one minute. Number of Students at Non-Proficient= _____ Number of Students that are Proficient= _____
4					
5					
...					

(Grade 4) Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement

Students need to develop the ability to analyze a passage and determine strong evidence to support their claim and will write a complete TDA by the end of the year. Students will be able to identify theme, cite text evidence and write a complete TDA essay by the end of the year. Based on the data- By the end of the year 75% of our students will score a 3, or proficient, on their TDA essay.

3.1.2. Data

The data we are using are third grade constructed responses, how students did on writing last year and last year's PSSA data. We know on last year's PSSA only 1 student scored 4 out of 4, 28 students scored a 3 out of 4, 58 students scored a 2 out of 4 and 16 students scored a 1 out of 4. That means 72% of our students were in the bottom 50% of what is expected.

3.1.3. Suspected Cause/s

We know TDAs are difficult to teach students because of the sophisticated analysis that is needed. We also know that TDAs are difficult for students to learn because they need to read closely, collect evidence that supports their thinking, then analyze that evidence to determine which are the most convincing to support the claim.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	We will teach theme lessons: We will use the theme focus on study island as an assessment tool. We'll also use theme exit tickets and teacher created assessments.	The expected outcome is for students to be able to identify a theme in a passage	All Teachers	We will do this by November 19	

2	<p>We will teach students how to find text evidence to support the theme:</p> <p>We will do mini lessons on finding text evidence to support responses. We will teach students to highlight evidence that supports the theme and have discussions on how it supports the theme.</p>	Support the theme using text evidence	All Teachers	We will do this by December 21	
3	<p>We will teach students how to annotate a text:</p> <p>We will read short passages such as The Crab and the Lobster to teach students how to read and annotate a text. We will also do mini lessons on annotating in guided reading groups on larger passages such as mini books and Story works articles. We will see they understood based on their annotations.</p>	Students will be able to annotate important parts of the text and use the annotation for evidence	All Teachers	We will do this by February 1	
4	<p>Analysis- what is it? Focus on teaching the vocabulary term and applying it to short passages:</p> <p>We will teach analysis through task cards, videos, mentor text and meaningful class discussions. We will use task cards and mentor text questions to see if students understand the concepts of analyzing.</p>	Students will be able to identify what analysis means and analyze short passages (paragraphs)	All Teachers	We will do this by March 8	
5	<p>Analysis- students will be able to analyze a text using their annotations and citation of important evidence:</p> <p>We will use short and longer passages to see how students annotate, cite and analyze a text in their own words using a variety of prompts. This will show us how well students are able to apply what they learned about citations and analysis and combine the two ideas.</p>	Students will be able to analyze long text passages using evidence from the text	All Teachers	We will do this by April 5	

6	<p>We will teach the students how to write a cohesive TDA by putting all the parts together:</p> <p>We will use past PSSA prompts and teacher created TDA resources to teach the whole TDA process to our students. We will use The Fox story created by the reading specialists and Dr. DeRosa as well as other resources provided in the past. We will use the first full TDA students complete to see how well they understand the process and continue to instruct from there.</p>	<p>Students will be able to write a TDA- answering the question at hand, citing imperative evidence and analyzing to support their claim</p>	All Teachers	We will do this by May 24	
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(Grade 5) Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the District wide curricular goals.

3.1.1. Problem Statement

5th grade students will be able to interpret and analyze various texts with the goal of constructing an open-ended text dependent analysis. Progress will be measured by reviewing and assessing various forms of written TDA tasks (Time for Kids, Released PSSA items, the TDA unit developed by Dr. DeRosa). As the texts become more difficult, students will develop their abilities by producing a TDA that is substantial, specific, and illustrative (according to released PSSA samples, teacher input; especially from our Mrs. Phillips, the reading specialist)

By the end of the year, the majority (75% or more) of 5th graders should score advanced or proficient on the PSSA. Using PVASS data, we will target certain skills to help students increase their performance by at least one level (moving from basic to proficient; proficient to advanced)

3.1.2. Data

4th grade PSSA testing - When analyzing the data from performance tracker (we understand the categorization breakdowns are flawed), the majority of students scored proficient and basic on the TDA portion of the test. While we understand that constructing a TDA is a difficult skill that requires a depth to reading and an analytical approach to the information, we see this as a very important part of learning:

Advanced: 1 student (0.009%) Proficient: 28 Students (27%) Basic: 58 Students (56%) Below Basic : 16 Students (15.5%)

Students who were identified as talented writers (based on performance tracker results - benchmark assessments, PVASS data, teacher assessments, Gifted documentation, etc.) were not meeting the standards to score advanced on PSSA guidelines (rubric).

3.1.3. Suspected Cause/s

Lack of understanding of expectations and purpose of Text-Dependent Analysis (specifically the analytical portion).
Inability to write clear, analytical response to the text because the programs followed do not ask students to think analytically about literature.
Ineffective use of details from a passage to support analytical statements (opinions).
Increased expectations to create multi paragraph, thoughtful responses to the text.
Students struggle to persevere and utilize effective reading strategies to gain a thorough understanding of the content.

Growth Mindset:

-Student outcomes were not clearly stated (Marzano!); therefore, the students were not confident in their approach.

Habits of Mind: *The students struggled in the following areas, which led to a misrepresentation of their ability.*

- Persisting - Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.*
- Applying past knowledge to new situations - Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.*

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the District wide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	<i>Baseline assessment developed by 5th grade team (graded using PSSA open-ended scoring guidelines - create a kid friendly rubric).</i>	The goal of this activity is to provide a baseline using 5th grade passages and scoring. This will help define how we plan to instruct the students moving forward. This will also add clarity to the performance profile for each student.	5 th grade teachers and support team (gifted, special ed.)	We hope to have the baseline assessment completed by October 10.	
2	<i>Model and infuse good reading strategies (reread, analytical reasoning, etc.) into instruction to ensure understanding of the TDA and how to navigate through the process from start to finish. We will encourage students to connect new</i>	We’re hoping to create independently driven students. Empower them by teaching them an approach that helps to break down the passage and analyze key information to provide a sophisticated, detailed answer.	5 th grade teachers and support team (gifted, special ed.)	Introduce and stress this portion until end of November. (then it will become a portion	

	<i>reading skills and content to previous knowledge (Habits of Mind).</i>	Students will be able to answer specific questions pertaining to theme, character impact and analysis, .		of the larger purpose of TDA).	
3	<i>We will teach students to use information from the text to support their analysis. Students will be encouraged to connect new reading skills to previously learned approaches (Habits of Mind).</i>	Through the use of Time for Kids, Storyworks and other literature, students will demonstrate (based on the PSSA rubric expectations) the ability to Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions.	5 th grade teachers and support team (gifted, special ed.)	Reinforce and prioritize these skills in December and January.	
4	<i>We will teach students how to be analytical with the entire writing process. We will teach students to be persistent (Habits of Mind) in their reading; yearning to master the information from the text.</i>	Through the use of PSSA released items students will demonstrate the ability to answer the question, provide supporting evidence, and Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences.	5 th grade teachers and support team (gifted, special ed.)	We will focus our efforts on the analytical portion in February and March.	
5	<p><i>Use a variety of sources including Common Core and PSSA released items for student practice. We will collect data to demonstrate student growth</i></p> <p><u>TDA Data Collection Texts/Prompts</u></p> <p><u>October-</u> Teaching tool: "Paynee Football Club" <u>Baseline Assessment:</u> "Anita Roddick: Founder of the Body Shop" Benchmark: Last week of October</p> <p><u>November -</u> Teaching tool: "Crab and Lobster" Use BM#1 student models to reteach and rewrite; assess with Storm Chasers (Journeys) <u>Assessment:</u></p> <p><u>December -</u> Teaching tool: "Girl. Fighter. Hero" <u>Assessment:</u> Nail Soup/Stone Soup (PSSA Released item)</p> <p><u>January -</u> Teaching tool: "Thank you Ma'am" <u>Assessment:</u> Tom Sawyer (iReady pssa item)</p> <p><u>February-</u> Teaching tool: "The First Time I saw Michelle" / "Falling" Benchmark: End of February</p> <p><u>March-</u> Teaching tool: Antibiotics/Historical Medical Advancement passages (iReady) (use BM#3 student models to teach; and then assess with a similar prompt) <u>Assessment:</u> Bald Eagles Passages (PSSA released item)</p>	By monitoring the progress of student (monthly) the students should become more familiar with the process of constructing a TDA; thus being more confident in their approach.	5 th grade teachers and support team (gifted, special ed.)	One sample will be collected and scored by the final day of each month.	

	<p>April - PSSAs (?)</p> <p>May- Teaching tool: "Because of Winn Dixie"</p> <p>Benchmark: Beginning of May</p>				
...	<p><i>Teachers will review TDA questions from benchmarks. Based on the performance, we can reteach important skills (finding evidence, analysis, etc.)</i></p>	<p>Student growth and improvement should indicate a successful mindset and approach to TDA questions and a higher level of sophistication.</p> <p>-With success and clear expectations, the students will build a culture that expects precise answers with detailed explanations.</p>	<p>5th grade teachers and support team (gifted, special ed.)</p>	<p>Follow the unit and benchmark testing schedule.</p>	

Appendix A

“Focused Support” Student Search Protocol

Purpose: To systematically identify students for whom we need to redesign our supports to be more personalized and student-centered.

Participants: Building-based teams

Overview: Teams of educators work together to complete the student search process to develop a list of students that, based on pre-determined criteria, are candidates for focused support. Teams will determine which students are designated as high-priority cases and develop a “Focused Support Plan” for each identified student.

Procedures:

1. **Open the Focused Support Student Search Tool and save the file locally,**
2. Using the established criteria, examine each dataset of interest and identify students who meet each criterion. Add their name to the search list and enter the data with which they qualified for the list.
3. After all datasets have been scanned and the names and associated data of students have been entered, examine the tallies and determine the level of support needed by each student on the list (intensive, medium, limited).
4. Examine the list and determine if there are any patterns that could be incorporated into the Building Level Plan in Section 3: Problems of Practice.
5. Develop a Focused Support Plan for each of the students listed for whom the team has designated as needing intensive support.
6. Complete Section 1 of the Building Learning Plan.
7. Review progress on the Focused Support Plans periodically and adjust as necessary.
8. At the end of the year, reflect on the outcome of the Focused Support Plans for each student, and document the outcomes on the Building Level Plans and individual Focus Support Plans.
9. Determine what supports could be recommended for the summer and fall of the next academic year.