

Early Learning Center at George Earle Elementary

Action Plan #2 Language Arts

Improvement Goal:

All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.

Expectation(s) for Student Learning:

- All students will read with fluency.
- All students will comprehend written text.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Target Participants:

All students at the Early Learning Center at George Earle Elementary.

Subgroups:

English Learners

Special Education-Early Childhood Development Students

Free/Reduced Meal Students

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

Interventions:

1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.
2. All students will increase reading and writing skills as a result of participating in balanced literacy.
3. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.
4. All students will increase communication skills by writing across the curriculum.
5. All students will increase reading and writing skills by using technology tools across the curriculum.
6. All students will participate in 90 minute Core Reading Program at the elementary level.
7. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the**

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curriculum.

8. All students will increase reading and writing skills by using technology tools across the curriculum.

Student Support:

Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increased academic learning time.

All students will increase reading and writing skills through opportunities for family/community participation.

Students will participate in Multi-Tiered Support System (MTSS) based on achievement and behavior levels.

Students will participate in enriched and high ability courses based on achievement levels.

All students will increase reading and writing skills through opportunities for family/community participation. Students who qualify for additional services will be provided extra instructional support.

Students will participate in after-school clubs and extracurricular activities.

Staff:

All students will increase reading and writing skills as a result of teacher participation in professional learning communities.

Evaluation:

Curriculum Calendars/Maps with Pacing Guides

Units of Study

School city of Hobart Balanced Assessment system Framework:

Classroom Assessments-running records, rubrics, checklists, quizzes, unit tests, final benchmarks, ESGI

Common Formative Assessments (CFA's)- Department/Grade Level CFA's - Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal Scales, ESGI

Benchmark Assessments- Quarterly Standards Based Assessments, Fountas and Pinnell Reading Benchmark, ESGI

External Summative Assessments- DIAL 4, LAS Links, Standards-based Report Cards, Lexile (SRI), Standard-based Assessments, ESGI

Timeframe:

2014-2017

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Target Area of Improvement: **Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|-----------|-------------------|---|---|
| <p>Intervention: Core Curriculum Standards</p> <p>1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.</p> <p>A. Classroom Assessments/Conferring/Checklists/Rubrics/Journals</p> <p>C. Journey Houghton Mifflin</p> <p>D. ESGI</p> | 2017-2021 | -Lead: K teachers | <p>-Lesson Plans</p> <p>- Classroom Assessments</p> <p>-Conferring/ Anecdotal Records</p> <p>- Checklists</p> <p>- Rubrics</p> <p>- Journals/Reader's & Writer's Notebook</p> <p>- Standards-based Report Cards</p> <p>-Indiana Academic Standards/Curriculum Maps</p> <p>-iPad</p> <p>-Formal Scales</p> <p>-ESGI</p> <p>-Portfolios</p> | <p>- Classroom Assessments</p> <p>- Checklists</p> <p>- Rubrics</p> <p>- Journals/Reader's & Writer's Notebook</p> <p>- Standards-based Report Cards</p> <p>-Indiana Academic Standards/Curriculum Maps</p> <p>-Journeys</p> <p>-iPad</p> <p>-Hoyt, Linda</p> <p>-Smekens, Kristina</p> |

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| | | | | -Google Apps -Using Common Core Standards by Robert Marzano -SRI(remove) -Google Doc Portfolios |
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| Intervention: Balanced Literacy 1. All students will increase reading and writing skills as a result of participating in balanced literacy. A. Just Right Books - Students will read at independent reading levels. B. Phonics/Word Study - Students will learn how letters and sounds work together to form words. C. Small Group Instruction - Students will receive small group instruction based on their instructional reading levels to aid in comprehension. D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 3 minutes up to 20. E. Read Alouds - Students will participate in read alouds daily. F. Shared Reading - Students will participate in shared reading 2-3X weekly. G. Interactive Reading - Students will actively participate in conversations about books being read | 2017-2021 | -Lead: Administrators -K teachers -MTSS team -Classroom Aides | -Running Records -Observations -Anecdotal Notes -Reading Logs -Conference Notes -Lesson Plans -Turn and Talk Discussion -Classroom Assessments -Written Pieces of Work -Group Discussion -Rubrics | -Leveled Reading Books -Benchmark Kits - Professional Development -Books for Read Alouds - <i>Making Meaning</i> -Big Books -Flip Charts -District Web site -Writing Folders -Chart Paper -Overhead/ tablets -Projector - <i>Strategies that Work</i> by Harvey and |

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| <p>aloud to them.</p> <p>H. Interactive Writing - Students will participate in an interactive writing activity in which the teacher and students write together.</p> <p>I. Shared Writing - Students will observe a teacher modeling writing, and will give verbal suggestions as the teacher writes.</p> <p>2. All students will participate in a 90 minute Core Reading Program <u>at the elementary level.</u></p> | | | <p>-Formal Scales</p> <p>-iPad</p> <p>-Portfolios</p> | <p>Goudvis</p> <p><i>-Classroom Instruction that Works</i> by Robert Marzano</p> <p>-Heggerty</p> <p>-Marzano</p> <p><i>Becoming a Reflective Teacher</i></p> <p><i>-Daily Café</i> by Gail Boushey & Joan Moser</p> <p>-Journeys by Houghton Mifflin</p> |
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| <p>Intervention: Balanced Literacy (continued)</p> <p>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in instructional time focused on teaching children to apply writing skills and strategies, independently, in their own pieces.</p> <p>K. Curricular Calendars/Units of Study - Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific Units of Study, mapped out per month in Reading/Writing Curricular Calendars.</p> | 2017-2021 | <ul style="list-style-type: none"> -Lead: Administrators -K teachers -MTSS team -Classroom Aides | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Rubrics/Scales -Formal Scales -Written Work -Conference Notes -Data Notebooks -Professional Learning Communities | <ul style="list-style-type: none"> -iPad -Hoyt, Linda -Smekens, Kristina workshops/ website -MTSS team -Journeys Houghton Mifflin -Reading A-Z -Heidi Songs |

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|---|-----------|--|---|---|
| <p>Intervention: Fluency and Comprehension By Using Reading Skills/Strategies</p> <p>1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p>A. <i>Building Academic Vocabulary</i> by Marzano and Pickering- Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.</p> <p>B. <i>Strategies That Work</i> by Stephanie Harvey and Anne Goudvis - Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing).</p> | 2017-2021 | <ul style="list-style-type: none"> -Lead: K-Teachers -Administrators -MTSS team -Classroom Aides | <ul style="list-style-type: none"> -Teacher Participation in Professional Development -Student Performance of Dramatic Readings/Reader's Theater -Student Published Pieces -Formal Scales -benchmarks -iPad | <ul style="list-style-type: none"> -<i>Building Academic Vocabulary</i> by Marzano and Pickering -<i>Strategies That Work</i> by Harvey and Goudvis -<i>Classroom Instruction that Works</i> by Marzano -Professional Development -Plays -Books |

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|--|----------|------------------|------------|---|
| <p>Intervention: Fluency and Comprehension By Using Reading Skills/Strategies (continued)</p> <p>C. <i>Classroom Instruction that Works</i> by Robert Marzano - Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses, Questions, Cues, and Advance Organizers).</p> <p>D. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater.</p> <p>E. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p> <p>F. <i>A Framework for Understanding Poverty</i> by Ruby Payne - Students will be taught using strategies to address concerns with ethnicity and poverty within the</p> | | | | <p>-Microsoft Office Suite</p> <p>-Technology Department</p> <p>-Heggerty</p> <p>-Formal Scales</p> <p>-Reading A-Z</p> <p>-iPads</p> <p>-Hoyt, Linda</p> <p>Smekens, Kristina</p> <p>-Journeys</p> <p>Houghton Mifflin</p> |

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| Intervention: Clubs and Extra-Curricular 1. Students will participate in clubs A. Academic Support B. Academic Enrichment D. Helping Hands E. Lego Club G. Sports Shorts H. Art Club I. Music Club | 2017-2021 | -Lead: Central Office Administrators -Principals -K-12 Teachers | -Club Participation | -Readers' Theater -Helping Hands -Lego Club -Music Club -Community |

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| <p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Conference check lists --</p> <p>Students will become writers by receiving guidance from checklists that detail the levels of proficiency in writing.</p> <p>B. 6+1 Traits</p> <p>Students will use the traits in their writing and as a self assessment.</p> <p>Students will have a focus on ideas and conventions (capital letter and end mark punctuation).</p> <p>C. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text.</p> | 2017-2021 | <ul style="list-style-type: none"> -Lead: K-Teachers -Administrators -MTSS team -Classroom Aides | <ul style="list-style-type: none"> -Writing Traits -Rubrics/Conference Check Lists | <ul style="list-style-type: none"> - Professional Development - Internet - Word Processing Programs - Microsoft Office Suite -Google Apps -Rubrics -6+1 Rubrics -Conference Check List |
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| <p>Intervention: Technology Tools</p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instruction - Students will participate in computer assisted instruction Language Arts/ Reading programs and ESGI</p> | 2017-2021 | -Lead: K-Teachers | <p>-Checklists</p> <p>-Observation</p> <p>-Google Doc Portfolios</p> | <p>-Internet</p> <p>-Word Processing Program</p> <p>-Microsoft Office Suite</p> <p>-Google Docs</p> <p>-Encyclopedia Britannica Online</p> <p>-tablets</p> <p>-Smartboards</p> <p>-Document Camera</p> <p>-iPad</p> <p>-iPods</p> <p>-Hoyt, Linda</p> <p>-Smekens, Kristina</p> <p>-My Big Campus</p> <p>-A-Z</p> <p>-Google Doc Portfolios</p> <p>-ESGI</p> |

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| <p>Intervention: Increased Academic Learning Time</p> <p>1. Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increased academic learning time.</p> <p>A. Ability (Readiness) Groups - Strategy Groups</p> <p>B. English Learners</p> <p>C. Individual Instruction</p> <p>E. MTSS</p> | 2017-2021 | <p>-Lead: K Teachers</p> <p>-Administrators</p> <p>-EL Coordinator</p> <p>/Paraprofessionals</p> <p>-LRE Facilitators/ Paraprofessionals</p> <p>-MTSS Team</p> <p>-Classroom Aides</p> <p>-Counselor</p> | <p>-Classroom Assessments</p> <p>-Standards-based Report Cards (Elementary)</p> <p>-Benchmark Assessments</p> <p>-Running Records</p> <p>-Formal Scales</p> <p>-iPads</p> <p>-ESGI</p> <p>-Administrators</p> | <p>-Professional Development</p> <p>-TRC</p> <p>-MTSS Policy and Guidelines</p> <p>-Leveled Literacy Intervention</p> <p>-Skyward</p> <p>-ESGI</p> |
| <p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills through opportunities for family/community participation.</p> <p>A. Harmony(remove) Skyward - Assignments/Grades/Discipline/Attendance</p> <p>B. Family Nights</p> <p>C. Web site - Homework Help and Tips</p> <p>D. Parent Teacher Communication</p> <p>E. Parents as Teachers</p> <p>F. Kindergarten and Coffee</p> <p>G. Smore</p> <p>H. Classroom Facebook Pages</p> | 2017-2021 | <p>-Lead: K Teachers</p> <p>-Administrators</p> <p>-Technology Department</p> <p>-Central Office Administration-</p> <p>Counselors</p> | <p>-Monitoring Harmony Home Usage</p> <p>-Monitoring Web site Usage</p> <p>-Family Night Attendance</p> | <p>- School City of Hobart Web site</p> <p>-iPods</p> <p>-iPads</p> <p>-ABC Mouse</p> <p>-RAZ Kids</p> <p>-Classroom Facebook Pages</p> <p>-Smore</p> |

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| <p>Intervention: Professional Learning Communities</p> <p>1. All students will increase reading and writing skills as a result of teacher participation in professional learning communities.</p> <p>A. Data Analysis –Classroom Assessments, DIAL4, ESGI</p> <p>B. Best Practices - Book Studies, Grade Level Meetings</p> <p>C. Professional Development - In-House Professional Development Catalog, Coaching Partners and Instructional Rounds, Conferences, & Contracted Service</p> | 2017-2021 | <p>-Lead: Administrators</p> <p>-K Teachers</p> <p>-Classroom Aides</p> <p>-MTSS</p> | <p>-Teacher Goal Sheets</p> <p>-Classroom Assessments</p> <p>-Enrollment in Professional Development</p> <p>-Grade Level Meetings</p> <p>-ESGI</p> <p>-MTSS Teams</p> | <p>-Professional Development Catalog</p> <p>-Book Studies</p> <p>-Data Analysis Training</p> <p>-Time</p> <p>-MTSS team</p> <p>-MTSS Training</p> <p>-Teachers College</p> <p>-Journeys</p> <p>Houghton Mifflin</p> <p>-Late Start Wednesdays</p> <p>-iObservation</p> |