

Joan Martin Elementary School

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 in Joan Martin Elementary School

Subgroups:

Free and Reduced

Special Education

Interventions:

Curriculum, Instructional, and Assessment

All students will increase reading and writing skills by monitoring progress based on Common Core State Standards.

All students will increase reading and writing skills as a result of participating in balanced literacy.

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.

All students will increase communication skills by writing across the curriculum.

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

Student Support

Students will participate in Response to Instruction (RtI) Tiers based on achievement levels.

Students will participate in enriched High Ability courses based on achievement levels.

Students who qualify for additional services will be provided extra instructional support.

Students will increase reading and writing skills in various learning opportunities through family/community participation.

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Staff All students will increase reading and writing skills using strategies learned as a result of teacher participation in professional learning communities.
Evaluation: School City of Hobart's Balanced Assessment System Framework Standards-based Report Card Conferring Checklists/Rubrics Record of Oral Language
Timeframe for Implementation: 2012-2016

Target Area of Improvement: Language Arts - Fluency, Comprehension, Technology, and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Common Core State Standards 1. All students will increase reading and writing skills by monitoring progress based on CCSS A. School City of Hobart's Balanced Assessment System Framework	2012-2016	-Elementary Staff	-Classroom assessments -Conferring -Checklists -Rubrics -Reader's/Writer's notebooks -Raz Kids - Reading A to Z -Standards-Based Report Cards -Grade level meetings -Fast ForWord -SCOH Balanced Assessment	-Classroom assessments -Checklists -Rubrics -Reader's/Writer's Notebook -Standards-Based Report Cards -Fast ForWord -SCOH Balanced Assessment System Framework

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			System Framework	
<p>Intervention Balanced Literacy</p> <p>1. All students will increase reading and writing skills as a result of participating in balanced literacy.</p> <p>A. Just Right Books - Students will read at their independent reading level.</p> <p>B. Phonics/Word Study - Students will learn how letters and sounds work together to form words.</p> <p>C. Small Group Instruction - Students will receive small group instruction based on their independent reading levels to aid in comprehension.</p> <p>D. Independent Reading (Differentiation) - Students will read daily to increase stamina up to 30 minutes.</p> <p>E. Read Alouds - Students will participate in read alouds daily.</p> <p>F. Shared Reading - Students will participate in shared reading 2-3 times weekly.</p> <p>G. Interactive Reading - Students will actively participate in interactive reading.</p> <p>H. Interactive Writing - Students will observe a teacher modeling writing and will also take a turn at writing a portion.</p> <p>I. Shared Writing - Students will observe a teacher modeling writing and will give verbal suggestions, but they will not actually do any writing themselves.</p> <p>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in daily instructional time focused on teaching children to independently apply</p>	2012-2016	<p>-Lead: Literacy Coordinators</p> <p>-Administrators</p> <p>-Elementary Staff</p>	<p>-ISTEP</p> <p>-NWEA</p> <p>-Running records</p> <p>-Observations</p> <p>-Anecdotal notes</p> <p>-Reading logs</p> <p>-Conference notes</p> <p>-Lesson plans</p> <p>-Turn and talk discussion</p> <p>-Classroom assessments</p> <p>-Written pieces of work</p> <p>-Group discussion</p> <p>-Rubrics</p> <p>-SCOH Balanced Assessment System Framework</p>	<p>-Leveled reading books</p> <p>-Benchmark kits</p> <p>-Teachers College Professional Development</p> <p>-Books for read alouds</p> <p>-Making Meaning</p> <p>-Big Books</p> <p>-Flip charts</p> <p>-District Website</p> <p>-Writer's notebooks</p> <p>-Writing folders</p> <p>-Chart paper</p> <p>-Overhead projector</p> <p>-Sitton Spelling</p> <p>-Being a Writer</p> <p>-Reading A-Z</p> <p>-Odyssey Compass Learning</p> <p>-Heggerty: Phonemic Awareness</p> <p>-Write Source</p> <p>-Learn 360</p> <p>-Scholastic Read 180</p> <p>-Classroom News Magazines</p> <p>-Smekens</p> <p>-SCOH Balanced</p>

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<p>writing skills and strategies in their own writing pieces.</p> <p>K. Literature Circles - Students will participate in literature circles, small temporary groups, which are based upon book choice. The groups will meet on a regular basis to discuss their reading through open and natural conversations about books.</p> <p>L. 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> <p>M.</p>				Assessment System Framework
<p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing</p> <p>B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events.</p> <p>C. 6+1 Writing Trait Rubrics/Conference/Checklists- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing.</p>	2012-2016	<p>-Principals</p> <p>- K-12 Teachers</p>	<p>-School City of Hobart's Balanced Assessment System Framework</p> <p>- Writing Curriculum Maps</p> <p>-Constructed Response Rubrics</p> <p>- 6+1 Writing Traits</p> <p>- Rubrics/Conference Check Lists</p>	<p>-School City of Hobart's Balanced Assessment System Framework</p> <p>- Writing Curriculum Maps</p> <p>- Professional Development Catalog</p> <p>- Google Docs</p> <p>- 6 + 1 Writing Traits Materials</p> <p>- Rubrics/Conference Check Lists</p> <p>-TRC (District Web site)</p> <p>-Current Event Articles</p> <p>-Smeken's Workshop and Web site</p> <p><i>-Being a Writer</i></p>
<p>Intervention: Fluency and Comprehension by Using Reading Skills/Strategies</p> <p>1. All students will increase fluency and</p>	2012-2016	<p>-Elementary Staff</p> <p>-Literacy Coordinators</p> <p>-Administrators</p>	<p>-Teacher participation in professional development</p>	<p><i>-Building Academic Vocabulary by Marzano and Pickering</i></p>

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<p>comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p>A. Students will increase reading comprehension through direct vocabulary instruction, which focuses on specific words important to the content they are reading.</p> <p>B. 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>C. 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> <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>-Student performance of Dramatic Readings/Reader's Theater</p> <p>-Student published products</p>	<p>-<i>Strategies That Work</i> by Harvey and Goudvis</p> <p>- <i>Classroom Instruction that Works</i> by Marzano</p> <p>- Professional Development</p> <p>- Plays</p> <p>- Books</p> <p>- Google Docs</p> <p>-<i>Powerful Vocabulary for Reading Success</i> by Black & Mangieri</p> <p>-McGraw Hill Vocabulary Book</p> <p>-Scholastic Read 180</p> <p>-Odyssey Compass Learning</p>
<p>Intervention: Technology Tools</p> <p>1. All students will increase reading and writing skills</p>	2012-2016	-Elementary Staff	-Odyssey Compass Learning	-Odyssey Compass Learning

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<p>by using technology tools across the curriculum.</p> <p>A. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>B. 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>-Student Presentations</p> <p>-Scholastic Read 180</p> <p>-System 44</p> <p>-Fast ForWord</p>	<p>-Computer assisted instruction</p> <p>-Internet</p> <p>-Word processing program</p> <p>-Google Docs</p> <p>-Encyclopedia Britannica on line</p> <p>-Scholastic Read 180</p> <p>-Responders</p> <p>-Tablets (Wireless Clipboard)</p> <p>-Fast ForWord</p> <p>-V-Brick</p> <p>-Learn 360</p> <p>-Book Adventures</p> <p>-Reading Counts</p> <p>-System 44</p> <p>-Raz Kids</p> <p>-Hover Cam</p>
<p>Intervention: Response to Intervention (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement levels.</p> <p>A. A district-wide RTI policy will be developed with implementation guidelines.</p> <p>B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <p>-Ability (Readiness) Groups - Strategy Groups</p>	2012-2016	<p>-Lead: Superintendent and Directors of Curriculum and Instruction, Principals</p> <p>-Northwest Indiana Special Education Cooperative (NIESC) Director</p> <p>-Elementary Staff</p> <p>-LRE Facilitators/Paraprofessionals</p> <p>-Literacy Coordinators</p>	<p>-SCOH Balanced Assessment System Framework</p> <p>-RTI Forms</p> <p>-RTI Meetings</p>	<p>SCOH Balanced Assessment System Framework</p> <p>-Data Analysis Time</p> <p>-RTI – forms, meetings, policy and guidelines, curriculum materials, & TRC</p> <p>- Professional</p>

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<ul style="list-style-type: none"> -Double Blocking C. Tier II and Tier III will be implemented through intense intervention with additional support services. -Intense Reading Intervention -Individual Instruction -Small Group Instruction 		<ul style="list-style-type: none"> -EL Teachers/Paraprofessionals -RTI Team 		<ul style="list-style-type: none"> Development RTI -Curriculum Materials RTI -Harmony -Scholastic Learning -mClass activities -Acuity Instructional Materials
<p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <ul style="list-style-type: none"> -Small Group Instruction -Enriched Instruction <p>B. High Ability</p> <ul style="list-style-type: none"> -Magnet High Ability Grades 2-5 	2012-2016	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Elementary Staff 	-SCOH Balanced Assessment System Framework	<ul style="list-style-type: none"> -SCOH Balanced Assessment System Framework -Professional Learning Communities -Common Plan Time -Harmony -High Ability Policy and Guidelines -TRC (District Web site)
<p>Intervention: Instructional Support Services</p> <p>1. Students who qualify for additional services will be provided extra support services.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p>	2012-2016	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Elementary Staff -EL Coordinator -Special Education Staff 	-SCOH Balanced Assessment System Framework	<ul style="list-style-type: none"> -SCOH Balanced Assessment System Framework -Professional Learning Communities -Common Plan Time -Harmony -TRC (District Web site) -IEP Advantage -Case Conferences
Intervention: Family/Community Involvement	2012-2016	-Elementary Staff	-Monitoring Info NOW	-Harmony parent

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<p>1. All students will increase reading and writing skills in various learning opportunities through Family/community participation.</p> <p>A. Harmony- Assignments/Grades/Discipline/Attendance</p> <p>B. Family Nights</p> <p>C. Website- Homework Help and Tips</p> <p>D. Parent Teacher Conferences</p> <p>E. Building Readers Newsletter</p> <p>F. Back-to-School Night</p> <p>G. Book Fair</p> <p>H. Grandparent/Special Friend Day</p> <p>I. Open Computer Lab Nights</p>		<p>-Administrators</p> <p>-Technology Department</p> <p>-Central Office Administration</p>	<p>usage</p> <p>-Monitoring website usage</p> <p>-Family Night</p>	<p>information packet</p> <p>-School City of Hobart Website</p> <p>-open computer lab</p>
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase reading and writing skills using strategies learned as a result of teacher participation in professional learning communities.</p> <p>A. Data Analysis</p> <p>-SCOH Balanced Assessment System Framework</p> <p>B. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings/DATA Meetings</p> <p>C. Professional Development - In-House Professional Development Calendar</p>	2012-2016	<p>-Administrators</p> <p>-Elementary Staff</p>	<p>- Teacher goal sheets</p> <p>-Classroom assessments</p> <p>-Enrollment in professional development</p> <p>-Grade level meetings</p> <p>-District grade level meetings</p> <p>-SCOH Balanced Assessment System Framework</p>	<p>-Professional Development</p> <p>-Book Studies</p> <p>-Data Analysis Training</p> <p>-Time</p> <p>-Literacy Coordinators</p> <p>-RTI Committee</p> <p>-SCOH Balanced Assessment System Framework</p>