

Liberty Elementary School

Improvement Goal: All students will read and comprehend a variety of genres 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 Liberty Elementary School

Target Groups

Free/Reduced and Hispanic students will be monitored

Interventions:

All students will increase skills in reading and writing skills through monitoring progress on academic 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

Evaluation:

ISTEP

NWEA grades 1-2

Acuity grades 3-5

mClass grades 1-2

Standards Based Report Cards

Conferring

Checklists/Rubrics

Timeframe for Implementation:

2012- 2016

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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Academic Standards</p> <p>All students will increase skills in reading and writing skills through monitoring progress on academic standards</p> <p>A. Classroom Assessments/Conferring/Checklists/Rubrics/Journals</p> <p>A. NWEA grades 1-2</p> <p>B. ISTEP</p> <p>C. Acuity grades 3-5</p> <p>D. mClass grades 1-2</p>	2012- 2016	1-5 Teachers RTI Coordinators	<p>-Classroom Assessments</p> <p>-Conferring</p> <p>-Checklists</p> <p>-Rubrics</p> <p>-Journals</p> <p>-NWEA</p> <p>-ISTEP</p> <p>-mClass</p> <p>-Acuity</p> <p>-Standards-Based Report Cards</p>	<p>-Classroom assessments</p> <p>-Checklists</p> <p>-Rubrics</p> <p>-Journals</p> <p>-NWEA</p> <p>-ISTEP</p> <p>-Standards-Based Report Cards</p> <p>-Read 180 –gr. 4/5</p> <p>-System 44</p> <p>-LLI</p> <p>-Fast ForWord</p> <p>-Explode the Code</p> <p>- High Noon Reading</p> <p>-Raz Kids</p> <p>-Compass Learning</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: Balanced Literacy</p> <p>All students will increase reading and writing skills as a result of participating in balanced literacy</p> <ul style="list-style-type: none"> A. Just Right Books – students will read at their independent reading level. (1-5) B. Phonics/Word Study – Students will learn how letters and sounds work together to form words (1-2) C. Small Group Instruction – Students will receive small group instruction based on their independent reading levels to aid in comprehension (1-5) D. Independent Reading (Differentiation) – Students will read daily to increase stamina ranging from 3 minutes in Kindergarten up to 30 minutes in the intermediate grades (1-5) E. Read Alouds – Students will participate in read alouds daily (1-5) F. Shared Reading – Students will participate in shared reading 2-3X weekly (1-2) G. Interactive Reading – Students will actively participate in conversations about books being read aloud to them. (1-5) H. Interactive Writing – Students will observe a teacher modeling writing and will also take a turn at writing a portion (1-2) I. Shared Writing – Students will observe a teacher modeling writing, and will give verbal suggestions, but not actually do any writing themselves. (1-2). 	2012- 2016	Lead: Literacy Coordinators and Administrators 1-5 Teachers RTI Coordinators	<ul style="list-style-type: none"> -ISTEP -NWEA -Acuity -mClass -Running Records -Observations -Anecdotal Notes -Reading Logs -Conference Notes -Lesson Plans -Turn and Talk discussion -Classroom assessments -written pieces of work -Group discussion -Rubrics -Read 180 progress and data monitoring -mClass progress and data monitoring -System 44 progress and data monitoring 	<ul style="list-style-type: none"> -Leveled reading books -Benchmark Kits -Teachers College Professional Development -Books for read alouds -Making Meaning -Big Books -Flip charts -District Website -Writer's notebooks -Writing Folders -Chart Paper -Projectors -Ralph Fletcher's <i>Teaching the Qualities of Writing</i> -Strategies that Work -Phonics Lessons (Pinnell & Fountas) -Sitton Spelling -Being a Writer -WriteSource -Read 180 -System 44 -mClass -LLI -High Noon -Explode the Code -Compass Learning -Title 1 -Resources from Kristen Smekens

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy Continued...</p> <ul style="list-style-type: none"> 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 apply writing skills and strategies, independently, in their own writing pieces. (1-5) K. Literature Circles- Students will participate in literature circles small, temporary groups, based upon book choice, which meet on a regular basis to discuss their reading through open and natural conversations about books. (3-5) 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. (K-5) (within 2 years) M. Focused attention to writing to a prompt and constructed response 				

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<p>Interventions: Fluency and Comprehension by Using Reading Skills/Strategies</p> <p>All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum</p> <ul style="list-style-type: none"> 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. 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). C. <i>Classroom Instruction what 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 hypothesis, Questions, cues, and advance. D. Dramatic Reading/Reader's Theatre – Students will build reading fluency by participating in Dramatic Readings/Reader's Theatre. 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. 	2012- 2016	<ul style="list-style-type: none"> -1-5 Teachers -Literacy Coordinators -Administrators -RTI Coordinators 	<ul style="list-style-type: none"> -Teachers participation in professional development -Student performance of Dramatic Readings/ Reader's Theater -Student published products -Read 180 -System 44 -mClass -Running Records 	<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 - Microsoft Office Suite - Google Docs -Making Meaning -Being A Writer -Read 180 -System 44 -mClass

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<p>Intervention: Writing Across the Curriculum All students will increase communication skills by writing across the curriculum.</p> <ul style="list-style-type: none"> A. 6+1 Writing Traits (2-5)/Blackburn Cramp (1-2) – Students will become writers by receiving guidance from assessments that details the levels of proficiency in Writing Traits. B. Science Notebooking 	2012- 2016	1-5 Teachers Literacy Coordinators Administrators RTI Facilitators	-Written pieces assessed by ISTEP Rubrics and 6 +1 Rubrics	<ul style="list-style-type: none"> -Professional Development. -ISTEP Rubric -Internet -Google Docs -Write Source -Being a Writer -Resources from Kristina Smekens -National Geographic Science Materials -<i>Science Notebooks: Writing About Inquiry</i> by Brian Campbell & Lori Fulton
<p>Intervention: Technology Tools All students will increase reading and writing skills by using technology tools across the curriculum (K-5)</p> <ul style="list-style-type: none"> A. Computer Assisted Instruction – Students will utilize 6+1 writing traits to publish their writing using Google Docs B. Research – Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results. (3-5) C. Publish and Present – Students will use a variety of media and formats to publish and present information and ideas effectively to multiple audiences. (1-5 1x year) D. Fast Forward – Students will use the Fast Forward Software daily for a 30 minute protocol through the appropriate Product. (3 – 5 and other grades for RTI instruction. 	2012- 2016	1-5 Teachers Administrators	<ul style="list-style-type: none"> -Writing Rubrics -Student presentations 	<ul style="list-style-type: none"> - Internet -Google Docs -Fast Forward -Compass Learning -Vbrick -YouTube -Tablet -Learn 360 -Reading and Writing Workshop by Lucy Caulkins

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Intervention: Increased Academic Learning Time Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increase academic learning time. A. Ability (Readiness) Groups – Strategy Groups (1-5) B. Double Blocking (2-5) C. English Learners (1-5) D. 90-minute literacy block E. Read 180 F. System 44 G. mClass H. Fast ForWord I. Compass Learning	2012- 2016	-1-5 Teachers -Administrator -RTI Facilitators	-ISTEP -NWEA -System 44 -Classroom Assessments -Read 180 -mClass -Report Cards -Benchmark Assessments -Running Records -Fast ForWord -Compass Learning	- Professional Development -Double Blocking -System 44 -Read 180 -mClass -Fast ForWord -Compass Learning -Raz Kids
Intervention: Family/Community Involvement All students will increase reading and writing skills through opportunities for family/community participation A. Assignments/Grades/Discipline/Attendance B. Family Night C. Website – Homework Help and Tips D. Parent Teacher Conferences E. Newsletters F. Building Readers Newsletter	2012- 2016	-1-5 Teachers -Administrators -Technology Department -Central Office Administrator	-Monitoring Harmony usage -Monitoring Website usage -Family Night Attendance	-Harmony -School City of Hobart Website
Intervention: Professional Learning Communities All students will increase reading and writing skills as a result of teacher participation in professional learning communities A. Data Analysis – NWEA, ISTEP, Read 180, mClass, System 44, Classroom Assessments B. Best Practices – Book Studies, Grade Level/Curriculum/ Department Meetings C. Professional Development – In-House Professional Development Catalog, Conferences D. Grade-Level Meetings	2012- 2016	-Administrators -1-5 Teachers	-Teacher goal sheets -NWEA -ISTEP -Read 180 -System 44 -mClass -Classroom Assessment -Enrollment in professional development	-Professional Development -Book Studies -Data Analysis Training -Time