

Reading Action Plan

School: Woodlin Elementary

Date: September 2009

The following actions will be completed in order to achieve results on the below listed SIP goals in reading

Reading Goals

- 90% of all K-2 students will meet the end of year benchmark based upon spring MCPSAP-PR
- 85% of students in SPED in grades 3, 4, 5 to score prof or adv on reading MSA
- Increase of 5% AA and H students scoring at the advanced level in grades 3, 4, 5 on reading 2010 MSA
- 70% of students will meet or exceed the 50%ile on TN2 for reading and language
- 90 % of all students in grades 3, 4, 5 will meet or exceed the target mean RIT score on the spring MAP-R

| Action steps/objectives/ processes Timeline | Person(s) Responsible | Resources Needed | Monitoring tools or data points (formative & summative) | Monitoring: Date and by whom | Results (include evaluation of processes for effectiveness and efficiency) |
|---|--|---|---|--|---|
| Data Analysis and Planning <input type="checkbox"/> Data Chats (PDSA process) <ul style="list-style-type: none"> • Identify target kids & interventions • Reviewing intervention and CAP progress • Dismiss students and regroup interventions • Analyze trends and plan for the next year...articulation <input type="checkbox"/> BCR Tuning Protocol and Analysis <input type="checkbox"/> MSA Simulation testing and analysis <input type="checkbox"/> MCPSAP and MAP-R Data Chats <input type="checkbox"/> Analysis of CARS skills grades 2-5 | Teachers Principal Asst. Principal SDT Reading Specialist | Strategic Monitoring Tool with student performance data points | BCR Scores CARS' Scores MSA Scores TN2 Scores mClass Scores MAP-R Scores Progress Monitoring Scores and Fountas & Pinnell Assessment | Monthly Quarterly Weekly Yearly gr. 3,4, and 5 During 2 nd grade Fall, Winter, Spring Fall, Winter, Spring Between Fall, Winter and Spring testing window When creating intervention groups | |
| Supports for Students with Needs <input type="checkbox"/> Implement a monitoring system for students with IEP's and how | Teachers Principal Asst. Principal | IEP's and 504's at a | Capture sheets following | Quarterly | |

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| <p>accommodations work for each student.</p> <ul style="list-style-type: none"> • <i>Did students need or use their accommodations?</i> • <i>Does it appear that they need additional or new accommodations?</i> • <i>Were the accommodations appropriate?</i> • <i>Did they know how to use their accommodations? (e.g. spellchecker, calculator)</i> <p><input type="checkbox"/> CAP Meetings to discuss students who are not meeting academic expectations and engage in a problem analysis to drill down, identify goals, and monitor progress.</p> | SDT Reading Specialist | Glance documents | MSA simulations and other testing times | | |
| <p><input type="checkbox"/> CAP Agendas and Notes</p> <p><input type="checkbox"/> Team meeting action notes</p> <p>Bi-monthly</p> | | | | | |
| <p>Goal Setting and Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Data Notebooks <input type="checkbox"/> Data Centers <input type="checkbox"/> Interim Progress Reports | Teachers | Formative Assessments, Unit Assessments (not for Reading), Learning Skills Rubric | Data collected through team meeting, staff meeting, and parent feedback mechanisms | Quarterly -Sent home at the interim point of each marking period for all students. The notebooks will be sent home with a cover letter and reflection sheet for parents to review and send back to staff. | |
| <p>Extended Learning Opportunities</p> <ul style="list-style-type: none"> <input type="checkbox"/> After School Academic Clubs <input type="checkbox"/> Summer Reading Packets and Skills Packet for grades K, 1, and 2, as needed <input type="checkbox"/> Ruth Rales Comcast Kids Network | Teachers Paraeducator Reading Specialist | MCPSAP-PR and MAP-R Data Teacher recommendati ons Adult volunteers | Participation rate and data on following reading tests | Three (8) week sessions June and September Annually End of Sept.- end of May | |
| <p>Staff Development Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Courageous Conversations About Race <input type="checkbox"/> 6+1 Traits Writing | Leadership Team Reading Specialist and all grade level staff | Leadership Team Mtgs Copies of the text for all team members Staff meetings | Exit cards and feedback Informal observations and walkthroughs to look for application of content | Monthly (LT Meetings) October (Writing staff meetings) | |

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| <p>Parent Outreach</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Network Committee <input type="checkbox"/> Reading with Relatives <input type="checkbox"/> Scholastic Book Fair Family Reading Night (December and April) <input type="checkbox"/> Encouragement for the George B. Thomas Learning Academy | <p>PTA/Parent Outreach and volunteers School Staff Counselor</p> | <p>Flyers Books Parent volunteers</p> | <p>Data on parents who participate or attend events with their children</p> | <p>Quarterly</p> | |
| <p>Interventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quick Reads <input type="checkbox"/> Read Naturally <input type="checkbox"/> SOAR to Success <input type="checkbox"/> Horizons <input type="checkbox"/> Corrective Reading <input type="checkbox"/> Lexia <input type="checkbox"/> Read Well? <input type="checkbox"/> Reader's Theater <input type="checkbox"/> STARS | <p>Special Educators Paraeducators Grade level teachers</p> | <p>Program materials and computer access Flowchart</p> | <p>BCR Scores MSA Scores TN2 Scores mClass MCPSAP-PR Scores MAP-R Scores Fountas & Pinnell Assessment Scores</p> | <p>Quarterly- look for changes or increases in student performance</p> | |
| <p>Instructional Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jacobs Ladder <input type="checkbox"/> Junior Great Books <input type="checkbox"/> William and Mary <input type="checkbox"/> CARs <input type="checkbox"/> The Write Express <input type="checkbox"/> Reading Versatiles <input type="checkbox"/> Culturally Relevant Text <input type="checkbox"/> Words Their Way (Grades 1-K-4) <input type="checkbox"/> Reading/literacy centers in all grade level classrooms | <p>Teachers Paraeducators Rdg Specialist ESOL Teacher</p> | <p>Program materials</p> | <p>Grade level strategic monitoring tool MAP-R Scores BCR Scores MSA Scores TN2 Scores mClass Scores Fountas & Pinnell Scores</p> | <p>Fall, Winter, Spring look for changes or increases in student performance</p> | |
| <p>Professional Development Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff coaching <input type="checkbox"/> Peer visits | <p>Rdg. Spec Principal Asst. Principal</p> | <p>List of things to look for in classrooms</p> | <p>Informal notes and dialogue with teachers about lessons</p> | <p>Monthly-coaching 3x year/peer visits</p> | |