

## Cloverly Elementary School 2011-2012 Reading Action Plan

By June 2012, students at Cloverly Elementary School will demonstrate increased academic achievement and performance in **reading with a focus on African American/Black, Hispanic, Limited English Proficient, and Special Education populations**, as measured by:

**MSA:** 96% or more of all students in grades 3-5 will score proficient or advanced

**TN2:**

90% or more of all students in grade 2 will perform at or above the 50<sup>th</sup> percentile in reading

65% or more of all students in grade 2 will perform at or above the 70<sup>th</sup> percentile in reading

**MCPSAP:**

92% or more of all kindergarten students will read at text level 6 or higher

86% or more of all grade 1 students will read at text level 16 or higher

Action Plan Timeline	Person(s) Responsible	Resources Needed	Evidence of Implementation	Monitoring: When and by whom	Expected Results	Results (include evaluation of processes for Effectiveness and efficiency) Document the actual results
1. Use MSA Public Release items to assess/analyze/monitor student achievement in reading	3, 4, & 5 grade level teachers  Theresa Long, SDT Kristen Delikat, RS Jean Keyser, IDA	MSA Public Release items	Assessment results/documentation of student performance	December 2011 January 2012  Grade level teachers Theresa Long, SDT Kristen Delikat, RS	Baseline scores used to determine:  - focus students  - skill areas needing to be taught/reinforced	
2. Identify students not meeting grade level criteria and/or standardized test performance scores; plan for co-teaching and/or individual interventions monitor progress adjust intervention as needed	Grade level teachers  Special Education staff  Diane Chupka, Resource Kristen Delikat, RS Peggy Walker, RI Theresa Long, SDT Wendy Macan, ESOL Margaret Black, ESOL	Achievement data from:  SOAR, Leveled Literacy Intervention, MSA, TN2, MSA Public Release Items  Intervention and co-teaching resources  Common Core State Curriculum	Progress monitoring  Data collection on CPS  Intervention adjustment plans	Weekly/Monthly/Quarterly  Grade level teachers Theresa Long, SDT Jean Keyser, IDA Kristen Delikat, RS Melissa Brunson, Principal Gay Melnick, Prin. Intern	Remove students from target list  Increased student performance of students performed at proficient and advanced levels on MCPSAP, TN/2, MAP-R, and MSA	

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<p>3. Provide differentiated reading instruction with a focus on critical thinking and vocabulary</p>	<p>Classroom teachers Pre-k through grade 5, including PEP and Autism</p>	<p>Summative and formative data</p> <p>Universal Design for Learning Technologies</p> <p>Junior Great Books</p> <p>William &amp; Mary</p> <p>A.E.I. consultation</p> <p>Graphic organizers</p>	<p>Report card grades</p> <p>Student Discourse</p> <p>Performance-based tasks (i.e. projects and writing samples)</p> <p>MAP-R scores</p> <p>BCRs</p> <p>Team planning notes and agendas</p>	<p>Daily</p> <p>Grade level teachers Kristen Delikat, RS Melissa Brunson, Principal Gay Melnick, Prin. Intern</p>	<p>Increased performance of students performing at advanced levels on MCPSAP, TN/2, MAP-R, and MSA</p>	
<p>4. Provide to students:</p> <ul style="list-style-type: none"> <li>-MSA practice opportunities and assessments</li> <li>-TN/2 practice opportunities and assessments</li> <li>-MCPSAP practice opportunities for written responses</li> <li>-Direct instruction on test taking skills and on testing accommodations</li> </ul>	<p>Classrooms teachers grades K-5</p> <p>Special education staff Diane Chupka, Resource Kristen Delikat, RS Peggy Walker, RI Theresa Long, SDT Heather Sobieralski, Counselor</p>	<p>MSA Public Release items from the mdk12.org website</p> <p><u>Scoring High</u> for TN2</p>	<p>Test results/ documentation of student performance</p> <p>Teacher modeled lessons</p> <p>Teacher-made assessments</p> <p>Observation/Anecdotal Notes</p>	<p>September 2011 – June 2012</p> <p>Grade level teachers Kristen Delikat, RS Theresa Long, SDT Jean Keyser, IDA</p>	<p>Increased performance of students performing at proficient and/or advanced levels on MCPSAP, TN/2,MAP-R, and MSA</p>	

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5. Identify students who are on the cusp of the next achievement level and provide intervention to accelerate to that level	Classroom teachers  Special education staff Diane Chupka, Resource Kristen Delikat, RS Wendy Macan, ESOL Margaret Black, ESOL	Summative and formative data  Instructional plans and materials	MCPSAP  MAP-R  Intervention data  Running Records	Monthly  Grade level teachers with help from specialists and administration:  Kristen Delikat, RS Melissa Brunson, Principal Gay Melnick, Prin. Intern	Increased performance of students performing at proficient and/or advanced levels on TN/2 and MSA and MCPSAP-PR	

**Other Considerations:**

- Increased independent reading at all grade levels
- Increased vocabulary instruction across all content areas
- Provide parent outreach about reading aloud for home reinforcement