

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 across the curriculum
- All students will use technology research tools across the curriculum 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:

Curriculum, Instructional and Assessment:

All students will increase skills in reading and writing skills through monitoring progress on Common Core State Standards

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

All students will participate in 90 minute Core Reading Program at the elementary level

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

Student Support:

Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels

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

All student 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

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Evaluation:

Curriculum Calendars

Units of Study

School City of Hobart's Balanced Assessment System Framework:

Classroom Assessments:-running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments- (CFAs)-Department/Grade Level CFAs, Odyssey Compass Learning, quality core, rubrics, checklists, Leveled Literacy Intervention(LLI)

Benchmark Assessments-Lexile(SRI), Quantile(SMI), writing assessment, spelling inventory, acuity, quarterly standards based assessments, SPI

External Summative Assessments- ISTEP+, IREAD3, ISTAR, IMAST< Las Links, NWEA(grades 1-2); Acuity (grades 3-5)

Timeframe for Implementation:

2012- 2016

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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Indiana Academic Standards</p> <p>1. All students will increase skills in reading and writing skills through monitoring progress on Common Core State standards</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standard’s Literacy Shifts</p> <p>C. Using Indiana Academic Standard’s Vocabulary</p> <p>D. IDOE Required Skills and Scaffolding will be implemented</p>	<p>2012- 2016</p>	<p>-Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers0</p>	<p>-Classroom Assessments</p> <p>-Conferring</p> <p>-Checklists</p> <p>-Rubrics</p> <p>-Journals</p> <p>-NWEA</p> <p>-ISTEP</p> <p>-Acuity</p> <p>-SRI</p> <p>-SPI</p> <p>-Standards-Based Report Cards</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>-Classroom assessments (emphasis)</p> <p>-Conferring/ Anecdotal Records</p> <p>-Checklists/Rubrics</p> <p>-Journals/Reader’s & Writer’s Notebook</p> <p>-NWEA</p> <p>-ISTEP</p> <p>-Standards-Based Report Cards</p> <p>-TRC(District Website)</p> <p>-Google Apps</p> <p><i>-Balanced Assessment by Burke</i></p> <p><i>-Common Formative Assessments by Bailey and Jakicic</i></p> <p><i>-The Art and Science of Teaching by Marzano</i></p> <p><i>-Using Common Core Standards by Robert Marzano</i></p> <p>-Read 180 –gr. 4/5</p> <p>-System 44</p> <p>-LLI</p> <p>-Fast ForWord</p>

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				<ul style="list-style-type: none">-Explode the Code- High Noon Reading-Raz Kids-Compass Learning
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: Balanced Literacy</p> <ol style="list-style-type: none"> 1. All students will increase reading and writing skills as a result of participating in balanced literacy 2. All Students will participate in a 90 minute Core Reading Program 3. IDOE Required Skills and Scaffolding will be implemented <ol 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). 	<p>2012- 2016</p>	<p>Lead: Literacy Coordinators and Administrators 1-5 Teachers RTI Coordinators</p>	<ul style="list-style-type: none"> -ISTEP -NWEA -Acuity -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 -System 44 progress and data monitoring -SRI -SPI -Spelling Inventory 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment Framework -Scholastic Coaching -Leveled reading books -Benchmark Kits -Teachers College Professional Development -Books for read alouds -<i>Making Meaning</i> -Big Books -Flip charts -District Website -Writer’s notebooks -Writing Folders -Chart Paper -Overhead Projector/Transparencies -<i>Teaching the Qualities of Writing</i> by Ralph Fletcher -<i>Strategies that Work</i> by Harvey and Goudvis -Phonics Lessons (Pinnell & Fountas) -Sitton Spelling -Being a Writer -WriteSource -Read 180 -System 44 -LLI -High Noon -Explode the Code -Compass Learning -Title 1 -Resources from Kristen Smekens

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				<i>Journeys</i> by Houghton Mifflin Harcourt <i>-Word Matters</i> by Fountas and Pinnell <i>-Common Core Reading and Writing Workshop Books K-6</i> by Lucy Calkins
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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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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: Fluency and Comprehension by Using Reading Skills/Strategies 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. 	<p>2012- 2016</p>	<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 -Running Records -SRI 	<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 - Google Docs -Making Meaning -Being A Writer -Read 180 -System 44

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Instruction: Support Services Students who qualify for additional services will be provided extra instructional support.</p> <ul style="list-style-type: none"> A. Special Education B. English Learners (EL) 	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: central Office Administrators -Principals -1-5 teachers -EL Coordinator -Special Education Staff 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework 	<ul style="list-style-type: none"> -School City of Hobart's balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Harmony -TRC (District Website) -IEP -Case Conferences
<p>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.</p> <ul style="list-style-type: none"> 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. Fast ForWord H. Compass Learning 	<p>2012- 2016</p>	<ul style="list-style-type: none"> -1-5 Teachers -Administrator -RTI Facilitators 	<ul style="list-style-type: none"> -ISTEP -NWEA -System 44 -Classroom Assessments -Read 180 -Report Cards -Benchmark Assessments -Running Records -Fast ForWord -Compass Learning 	<ul style="list-style-type: none"> - Professional Development -Double Blocking -System 44 -Read 180 -Fast ForWord -Compass Learning -Raz Kids

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Family/Community Involvement All students will increase reading and writing skills through opportunities for family/community participation</p> <ul style="list-style-type: none"> A. Harmony-Assignments/Grades/Discipline/Attendance B. Family Nights- Drama and Authors Chair C. District Website – Homework Help and Tips D. Compass Odyssey Learning E. Parent Teacher Meetings F. Parent Communication-District Focus Newsletters/Messenger/Phone Calls G. Building Readers Newsletter H. Career Cruising-Monitoring College and Career Planning 	<p>2012- 2016</p>	<ul style="list-style-type: none"> -1-5 Teachers -Administrators -Technology Department -Central Office Administrator 	<ul style="list-style-type: none"> -Monitoring Harmony usage -Monitoring Website usage -Family Night Attendance 	<ul style="list-style-type: none"> -Harmony Parent Information Packet -District website -Compass Odyssey Learning -RAZ Kids -Career Cruising

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities All students will increase reading and writing skills as a result of teacher participation in professional learning communities</p> <ul style="list-style-type: none"> A. Curriculum Planning- Grade level/Curriculum/Department meetings B. –Identification of Critical standards C. –Units of Study/Curriculum Calendar/Curriculum Mapping D. –Web Publishing with School Wires E. Assessment– Continuous data analysis will be implemented by using the -School City of Hobart’s Balanced Assessment Framework Best Practices – Book Studies, Grade Level/Curriculum/ Department Meetings F. Professional Development – In-House Professional Development Catalog, Conferences and Contracted Services 	<p>2012- 2016</p>	<ul style="list-style-type: none"> -Administrators -1-5 Teachers -RTI Teams 	<ul style="list-style-type: none"> -Teacher Professional goals -Curriculum Maps -Formal Scales -NWEA -ISTEP -Read 180 -System 44 -School City of Hobart’s Balanced Assessment Framework -Enrollment in professional development 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment Framework - Professional Development Catalog -Common Planning Time -Late Start Wednesdays -Professional Learning Community Meetings -RTI Training -TRC (District Website) -Interventionists -Fast ForWord -Read 180 -System 44 -LLI -Scholastic University -Contracted Services -Book Studies -Journeys -Google Apps -My Big Campus

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Target Area of Improvement: Language Arts				
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<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> <p>D. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text</p>	<p>2012-2017</p>	<p>-Central Office Administrators - Principals - K-12 Teachers</p>	<p>-School City of Hobart’s Balanced Assessment System Framework - Writing Curriculum Maps - Constructed Response Rubrics -Rubrics and 6+1 Writing Traits - Rubrics/Conference Check Lists</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <ul style="list-style-type: none"> - Writing Curriculum Maps - Professional Development Catalog - Google Docs - 6 + 1 Writing Traits Materials - Rubrics/Conference Check Lists -TRC (District Web site) -Current Event Articles -Smeken’s Workshop and Web site - Expert 21 by Scholastic -Being a Writer -Smekens’ workshop and Website - Daily Cafe -Write to Learn -Newsela -Readworks -Khan Academy -Pivot -Falling in Love with Close Reading: Lessons for Analyzing Texts and Life by

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