

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

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

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.

Staff

All students will increase reading and writing skills using strategies learned as a result of teacher participation in professional learning communities.

Evaluation:

Curriculum Calendars/Maps with Pacing Guides

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, quality core, rubrics, checklists, Leveled Literacy (LLI), Pivot

Benchmark Assessments- Lexile (RI), writing assessments, spelling inventory, quarterly standards based assessments, SPI, Pivot

External Summative Assessments- ISTEP+, IREAD 3, ISTAR, WIDA, Portfolios

Timeframe for Implementation:

2012-2017

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

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| <p>Intervention: Indiana Academic State Standards</p> <p>1. All students will increase reading and writing skills by monitoring progress based on Indiana Academic State Standards</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standards Literacy Shifts</p> <p>C. Using Indiana Academic Standards Vocabulary</p> <p>D. IDOE Required Skills and Scaffolding will be implemented.</p> | <p>2012-2017</p> | <p>-Elementary Staff</p> <p>-Principals</p> | <p>-Classroom assessments</p> <p>-Conferring</p> <p>-Checklists</p> <p>-Rubrics</p> <p>-Reader's/Writer's notebooks</p> <p>-RAZ Kids</p> <p>- Reading A to Z</p> <p>-Standards-Based Report Cards</p> <p>-Grade level meetings</p> <p>- Balanced Assessment System Framework</p> <p>-Pivot</p> <p>-Google Apps/Classroom</p> <p>-Portfolios</p> | <p>-Classroom assessments</p> <p>-Checklists</p> <p>-Rubrics</p> <p>-Reader's/Writer's Notebook</p> <p>-Standards-Based Report Cards</p> <p>-SCOH Balanced Assessment System Framework</p> <p>-Professional Development Calendar Pivot</p> <p>-Google Apps</p> <p>-Seesaw</p> |
| <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>2. All students will participate in a 90 minute Core Reading Program at the elementary level.</p> <p>3. IDOE Required Skills and scaffolding will be implemented.</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>2012-2017</p> | <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>-Leveled reading books</p> <p>-Benchmark kits</p> <p>-Teachers College</p> <p>-Professional Development</p> <p>-Books for read alouds</p> <p>-Big Books</p> <p>-Flip charts</p> <p>-District Website</p> <p>-Writer's notebooks</p> <p>-Writing folders</p> |

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| <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, i.e. Close 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 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. Students will receive focused reading/writing instruction by participating in Journeys Reading Program based on the Scope and Sequence of the series</p> | | | <ul style="list-style-type: none"> -Classroom assessments -Written pieces of work -Group discussion -Rubrics -SCOH Balanced Assessment System Framework -RI -Pivot -CFAs -Portfolios -IREAD 3 -SPI | <ul style="list-style-type: none"> -Chart paper -Overhead projector -Reading A-Z -Odyssey Compass Learning -Haggerty: Phonemic Awareness -Write Source -Learn 360 -Scholastic Read 180 -Classroom News Magazines, Articles -Smekens -SCOH Balanced Assessment System Framework -Hovercam -Journeys -<i>Falling in Love with Close Reading- Lessons for Analyzing Texts and Life</i> -Newsela -ReadWorks -Khan Academy -Pivot -Google Apps -Seesaw |
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| <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>-Principals - K-12 Teachers</p> | <p>-School City of Hobart's Balanced Assessment System Framework - Writing Curriculum Maps -Constructed Response Rubrics - 6+1 Writing Traits - Rubrics/Conference Check Lists</p> | <p>-School City of Hobart's Balanced Assessment System Framework - Writing Curriculum Maps - Professional Development Calendar - Google Docs - 6 + 1 Writing Traits Materials - Rubrics/Conference Check Lists -TRC (District Web site) -Current Event Articles -Smekens Workshop and Web site -6 point Response <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 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;</p> | <p>2012-2017</p> | <p>-Elementary Staff -Interventionists -Administrators</p> | <p>-Teacher participation in professional development -Student performance of Dramatic Readings/Reader's Theater -Student published products -Running Records</p> | <p><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 Calendar - Plays - Books - Google Docs <i>-Powerful Vocabulary for Reading Success</i> by Black & Mangieri -Journeys</p> |

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| <p>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> | | | | <ul style="list-style-type: none"> -Scholastic Read 180 -Odyssey Compass Learning -RAZ Kids -Reading A-Z -Running Records |
| <p>Intervention: Technology Tools</p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instruction- Students will participate in computer assisted instruction with Read 180, System 44, Compass Odyssey Learning, Pivot, SpringBoard, and Khan Academy</p> <p>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. 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> | 2012-2017 | -Elementary Staff | <ul style="list-style-type: none"> -Odyssey Compass Learning -Student Presentations -Scholastic Read 180 -System 44 -Portfolios | <ul style="list-style-type: none"> -Odyssey Compass Learning -Computer assisted instruction -Internet -Word processing program -Google Docs -Encyclopedia -Scholastic Read 180 -Responders -Tablets (Wireless Clipboard) -Book Adventures -System 44 -Raz Kids -Hover Cam -BrainPop Jr. |

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| <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> <ul style="list-style-type: none"> -Summer School -Ability (Readiness) Groups - Strategy Groups -Double Blocking <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Intense Reading Intervention -Individual Instruction -Small Group Instruction | 2012-2017 | <ul style="list-style-type: none"> -Lead: Superintendent and Directors of Curriculum and Instruction, Principals -Northwest Indiana Special Education Cooperative (NISEC) Director -Elementary Staff -LRE Facilitators/Paraprofessionals -Interventionists -EL Teachers/Paraprofessionals | <ul style="list-style-type: none"> -SCOH Balanced Assessment System Framework -RTI Forms -RTI Meetings | <ul style="list-style-type: none"> SCOH Balanced Assessment System Framework -Data Analysis Time -RTI – forms, meetings, policy and guidelines, curriculum materials, & TRC - Professional Development RTI -Curriculum Materials RTI -Skyward -Scholastic Learning -Study Tables |

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| <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 | <p>2012-2017</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Elementary Staff -Counselors | <ul style="list-style-type: none"> -SCOH Balanced Assessment System Framework | <ul style="list-style-type: none"> -SCOH Balanced Assessment System Framework -Professional Learning Communities -Skyward -High Ability Policy and Guidelines -TRC (District Web site) -Book Studies -Monthly Meetings |
| <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> <p>C. 504</p> <p>D. Y-Learning Program</p> | <p>2012-2017</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Elementary Staff -EL Coordinator -Special Education Staff -Nurses | <ul style="list-style-type: none"> -SCOH Balanced Assessment System Framework | <ul style="list-style-type: none"> -SCOH Balanced Assessment System Framework -Professional Learning Communities -Meeting Time -Skyward -504 -Y Learning Program -TRC (District Web site) -IEP Advantage -Case Conferences |
| <p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills in various learning opportunities through Family/community participation.</p> <p>A. Skyward- Assignments/Grades/Discipline/Attendance</p> <p>B. Parent Information Evening Meetings</p> <p>C. Website- Homework Help and Tips</p> <p>D. Parent Teacher Conferences</p> | <p>2012-2017</p> | <ul style="list-style-type: none"> -Elementary Staff -Administrators -Technology Department -Central Office Administration | <ul style="list-style-type: none"> -Monitoring Skyward usage -Monitoring website usage -Parent Information Evening Meetings/conferences -Portfolios | <ul style="list-style-type: none"> -School City of Hobart Website -Open computer lab -Skyward Portal -Family Nights -RAZ Kids -Khan Academy -Naviance -Envisions |

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| <p>E. Building Readers Newsletter F. Back-to-School Night G. Book Fair H. Grandparent/Special Friend Day I. Open Computer Lab Night J. Classroom Parent Volunteers K. Clubs and Extracurricular Activities 1. Academic Support 2. Academic Enrichment 3. Performing Arts L. Maker Faire M. Naviance-Monitoring college and career planning N. Khan Academy, Envisions, SpringBoard, etc. O. Google Apps</p> | | | | <ul style="list-style-type: none"> -Think Central -SpringBoard -Other Online Resources from Teachers -Seesaw -Google Apps -Study Tables -ISTEP Boost -Brickiebotics -Spell Bowl -Math Bowl -Drama Club -Craft Club -Sports Club -Student Council -Brickie Leaders -Forever Girls Book Club |
| <p>Intervention: Professional Learning Communities 1. All students will increase reading and writing skills using strategies learned as a result of teacher participation in professional learning communities. A. Data Analysis -Google Apps -Skyward -SCOH Balanced Assessment System Framework B. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings/DATA Meetings C. Professional Development - In-House Professional Development Calendar</p> | <p>2012-2017</p> | <ul style="list-style-type: none"> -Administrators -Elementary Staff | <ul style="list-style-type: none"> - Teacher goal sheets -Classroom assessments -Enrollment in professional development -Grade level meetings -District grade level meetings -SCOH Balanced Assessment System Framework -Pivot -Portfolios | <ul style="list-style-type: none"> -Professional Development Calendar -Book Studies -Data Analysis Training -Time -Interventionists -RTI Committee -SCOH Balanced Assessment System Framework -Journeys -Google Apps -Springboard -Pivot -Envisions |

