

Daniel D. Waterman School LITERACY ACTION PLAN

Targets:

NECAP scores for Reading and Writing will increase by five percent for all grades and students will continue to improve their performance in Listening and Speaking..

Result Statement: *All students will be actively engaged in Grades K-6 and demonstrate proficiency in Reading, Writing, Listening, and Speaking (in accordance with grade level expectations) using various strategies across content areas.*

NECAP RESULTS 2010:

Reading: Grade 3: 85 %; Grade 4: 66 %; Grade 5: 71 %; Grade 6: 89 %

Writing: Grade 5: 69%

Changes in student learning behavior: What will students do to reach the identified results? What new things will they do to learn? What things will students do more frequently?

Changing Instructional Practices: What will teachers do to ensure students develop the learning behaviors identified in the first column? Be sure that the instructional practices address every student learning behavior.

Monitoring Progress with Timelines and Adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How often will this occur? How will we keep the principal, parents, and SIT informed and involved?

Professional Development: What professional development will the school and central office provide to support the changes in instructional practice that we plan to bring about?

Collaboration and Support: When will we use the information we get from Professional Development sessions and monitoring to improve learning and teaching?

School and District Support and Resources: Beyond Professional development, what support and resources will the school and district provide in order to achieve the results of this action plan?

Family/Community Communication and Training: How will families and the community learn about this action plan? In what ways can they support their students' learning at home? What supports will they receive in learning how to support their students' learning at home?

Evaluating Results: How will the school evaluate the changes created by this plan?
Reporting to families and the Community: How will the school communicate the results of this plan?

<p>Students will:</p> <p><i>Make connections between literacy/communication skills and real life applications in order to develop a sense of purpose.</i></p> <p><i>Become actively engaged in literacy activities in a variety of genre and/or for a variety of purposes across content areas.</i></p> <p><i>Use a variety of reading strategies to make connections between the text and self, real world, or other text.</i></p> <p><i>Use a variety of writing styles as appropriate to audience and purpose</i></p> <p><i>Work on scaffolded/differentiated assignments tailored to their individual needs.</i></p> <p><i>Conference one on one or in small groups with their teacher about</i></p>	<p>Teachers will:</p> <p><i>Identify/develop activities that reflect real life applications of literacy/communication. Teach students to make connections between texts they have read previously, and the current text</i></p> <p><i>Provide opportunities for students to reflect on the meaning and significance of the problems they are solving in the real world</i></p> <p><i>Identify/create meaningful activities that require students to use their literacy skills in authentic ways. Provide choice of text/activities</i></p> <p><i>Develop differentiated assignments tailored to students' needs. Provide differentiated reader response homework three nights a week.</i></p> <p><i>Understand students and their interests, and incorporate those interests</i></p>	<p>What teachers will do to measure changes in student learning behavior:</p> <p>Utilize pretests and post-tests to compare student progress over time</p> <p>Compare attitudinal scales twice per school year –“How do you feel about reading?” –“How do you feel about writing?” –“How do you feel about listening?” –“How do you feel about speaking?”</p> <p>Analyze data from initial and mid-year reading/writing assessments to focus instruction</p> <p>Progress monitor students at risk</p>	<p>Teachers will engage in the following professional development:</p> <p><i>Planning for Student Success Building Wide P D at the beginning of the school year</i></p> <p>Reading Street Sidewalks (special educators, used with RTI)</p> <p>I Read (primary grades)</p> <p>Professional Development Progress Monitoring</p> <p>Differentiation of Literacy instruction PD</p> <p>Reciprocal Teaching</p>		<p>When and how will teachers collaborate and how will they report their work:</p> <p>Quarterly meetings where a variety of grade levels present Information on instructional practices and classroom progress</p> <p>Monthly faculty meetings where teachers share best practices and will report classroom progress according to the <i>Planning for Student Success P D</i> at the beginning of the school year</p>	<p>The school will supply the following support and resources:</p> <p>Access to school for homework clubs, etc. through parent volunteers</p> <p>Provide parents with samples of exemplary student work as a reference</p>	<p>The school community will communicate these action steps to parents/community by:</p> <p>Develop a list serve of all parents to communicate news and up dates</p> <p>Update the Waterman school website to reflect these action plan changes</p> <p>Provide links from Waterman website to teacher cps e-mail accounts</p>	<p>Who will be responsible for evaluating which information?</p> <p>Students will be responsible for reporting their progress and attitude in Literacy</p> <p>Teachers will be responsible for evaluating the progress of their students and the effectiveness of classroom practices</p>
		<p>What Teacher Leaders will do to measure changes in student learning behavior:</p> <p>Provide Star Reading/Children's Progress reports to</p>	<p>What Teacher Leaders will do to measure changes in instructional practices:</p>	<p>Teacher Leaders will engage in the following professional development:</p>	<p>When and how will Teacher Leaders collaborate and how will they report their work?</p> <p>Monthly faculty and quarterly meetings</p>	<p>The central office will supply the following support and resources:</p> <p>Building level Reading Consultant</p> <p>i-parent training for parents and teachers by grade level</p>	<p>The school will help parents/community members learn to support their child's learning at home by:</p> <p>Providing quarterly STAR/CPAA reports at least three times per year</p>	<p>Who will report to:</p> <p>The central office, Principal Reading Consultant Classroom Teachers Special Educators</p> <p>The school, Teachers</p>

<p>reading/writing at least once a week Maintain a writing portfolio to use as a resource and conference artifact</p> <p>Talking about literature with peers and working on reading and writing in collaborative groups</p> <p>Explain and justify the response to literature orally and in writing.</p>	<p>into literacy activities , including student choice Find ways to structure class time to facilitate weekly conferencing with each student and review of reader responses, journal entries, or written compositions.</p> <p>Structure collaborative groups with clearly defined roles that require full engagement of every student Group students based on strengths and needs</p> <p>Model the process of responding to a literary piece.. Require students to explain their responses to literature orally and in writing on a regular basis daily Listen carefully to what students are saying and the work they are doing to understand their abilities and needs.</p>	<p>teachers to send home at least quarterly</p> <p>Complete data analysis including item analysis of state, standardized tests, and district assessments</p> <p>Assist teachers with data analysis of state, standardized, and district assessments to focus instruction</p> <p>Mentor and/or informally coach teachers as necessary in appropriate literacy instruction</p>	<p>Conduct pre and post surveys with teachers</p> <p>Compare pre and post attitudinal scales completed by students</p> <p>Review longitudinal data of students to monitor progress</p>	<p>nt:</p> <p>Planning for Student Success Building Wide P D at the beginning of the school year Using scaffolded/ differentiated instruction in the classroom</p> <p>Looking at student work as a way to focus instruction</p>	<p>where teacher leaders will report grade level and school progress according to the Planning for Student Success P D at the beginning of the school year Collaborative grade level team meetings every 6 weeks</p>	<p>Training in the use of STAR Reading and Children’s Progress management and progress monitoring systems</p>	<p>Conducting a primary and intermediate grades parent workshop regarding the literacy program</p> <p>Conducting a parent workshop on using study island to support those classrooms which use it</p> <p>Sending home the Family Ties letter each week</p> <p>Providing a list of web sites to parents which have on-line literacy games</p> <p>Explore ways to present student work</p>	<p>Teacher Assistants Literacy Strategic Committee Principal Reading Consultant Title 1 After school Teachers</p> <p>The families, Teachers School Improvement Team LiteracyStrategic Committee Principal</p> <p>The community? Principal School Improvement Team The District RIDE</p>
<p>Work on comprehension of text including, but not limited to, drawing conclusions, and making inferences, with increasing levels of challenge as they become ready</p> <p>Work on literacy activities that incorporate areas of the student’s personal interest</p>	<p>Develop comprehension questions at different levels of challenge based on students’ needs and strengths and interests. Make increasingly challenging questions available. Create incentives for students read books of increasing challenge.</p> <p>Learn the individual strengths and needs of all students in the class.</p>	<p>What Administrators will do to measure changes in student learning behavior:</p> <p>Monitor Star Reading and Children’s Progress usage .</p> <p>Analyze all assessments including, but not limited to; benchmark unit tests, beginning, mid-year, and end of the year assessments.</p> <p>Observation of lessons</p> <p>Conferencing with students</p> <p>Review Students’ Attitudinal Scales</p> <p>Review Library Usage</p>	<p>What Administrators will do to measure changes in instructional practices:</p> <p>Pre and post survey of teacher’s understanding of student engagement</p> <p>Compare beginning of the school year lesson observations with lesson observations from later in the school year</p>	<p>Administrators will engage in the following professional development:</p> <p>Planning for Student Success Building Wide PD at the beginning of the school year; at quarterly meetings; at monthly faculty meetings; and at collaborative grade level team meetings</p>	<p>When and how will Administrators collaborate and how will they report their work?</p> <p>Joint Principals’ Meeting</p> <p>Elementary Principals’ Meeting</p> <p>RIASP Meetings and PD workshops</p>	<p>Parents and the community will support this action plan by:</p> <p>Providing the school with an e-mail address which can be put on the list serve</p> <p>supporting ongoing improvements projects</p> <p>Engaging in literacy activities at home</p>		

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