

# School Improvement Action Plan

## Explanation

### CC Pinckney Elementary 2012-2013

<b>Goal:</b>  By the end of the 2012-2013 school year students will improve reading comprehension skills, as measured by an increase in the percentage of students at or above proficiency according to the Terra Nova 3 <sup>rd</sup> Edition Reading Sub-test (Grades 3-6).		
<b>Type of Goal:</b> (Mark as appropriate) <u>  X  </u> Knowledge, <u>  X  </u> Application, <u>      </u> Behavior, <u>      </u> Attitude		
<b>Essence of the Goal:</b>  Students will use strategies such as; using existing knowledge, summarizing content, comparing information across texts, using graphics and text structure and formulating questions that deepen understanding.		
<b>Support Data (from the Profile):</b>  <ol style="list-style-type: none"> <li>1. Fort Jackson Environmental Scan 2008</li> <li>2. Terra nova Multiple Assessment, Reading Subtest 3<sup>rd</sup>-6<sup>th</sup></li> <li>3. Customer Satisfaction Survey 2008</li> <li>4. Benchmark Assessment System (BAS) Grade 3<sup>rd</sup></li> </ol>	<b>System-wide Assessments:</b>  <ol style="list-style-type: none"> <li>1. Terra Nova Multiple Assessment, Reading Subtest, Grades 3<sup>rd</sup>-6<sup>th</sup></li> <li>2. Benchmark Assessment System (BAS) Grade 3<sup>rd</sup></li> </ol>	<b>Local Assessments:</b>  <ol style="list-style-type: none"> <li>1. Scholastic Reading Inventory SRI (Grades 3<sup>rd</sup>-6<sup>th</sup>)</li> <li>2. Reading Streets Benchmark Tests (Grade 3<sup>rd</sup> -6<sup>th</sup>)               <ol style="list-style-type: none"> <li>a. Baseline Test</li> <li>b. Unit 2</li> <li>c. Unit 4</li> <li>d. End of Year Test (EOY)</li> </ol> </li> </ol>
<b>Intervention/Strategy:</b> Implementation of effective flexible guided reading groups that include before, during and after reading strategies embedded within a 120 minute uninterrupted ELA block.		<b>Research:</b> Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a> . Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical.

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		<p>Fountas, I. C., &amp; Pinnell, G. S. (2009). <i>Prompting guide 1: A tool for literacy teachers</i>. Portsmouth, NH: Heinemann.</p> <p>A comprehensive collection of precise language to use when teaching, prompting for, and reinforcing effective strategic actions in reading and writing.</p> <p>Pinnell, G. S., &amp; Fountas, I. C. (2006). <i>Leveled books, K-8: Matching texts to readers for effective teaching</i>. Portsmouth, NH: Heinemann.</p> <p>This book discusses how to select and use leveled books for different instructional purposes.</p>		
Activities to implement the intervention:	Person(s) Accountable: POC	Timeline Beg.	End	Resources Needed
<ul style="list-style-type: none"> <li>Teachers will model and teach literacy skills through a guided reading instructional program.</li> <li>Students will participate at least 3 days per week (min.) in teacher directed flexible guided reading groups. Students below grade level (BGL) will participate 5 days per week.</li> </ul>	Classroom Teachers Principal Language Arts Reading Specialist	August 2012	May 2013	Guided Reading Materials
<ul style="list-style-type: none"> <li>Teachers will determine the instructional level for all students and provide direct, explicit and systematic instruction through flexible guided reading groups,</li> </ul>	Classroom Teachers Principal Reading Instructional Support (ISS from District) Specialist	August 2012	May 2013	Reading Streets Materials Literacy Center Materials

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standards based literacy stations and instructional best practices.				
<ul style="list-style-type: none"> <li>• Teachers will examine research and best practice for using before-, during-, and after-reading strategies to enhance student engagement and comprehension.</li>   <li>• Teachers will have the opportunity to see a colleague model the use of before-, during-, and after-reading strategies.</li>   <li>• Teachers will design content instruction that incorporates before-, during-, and after-reading strategies.</li>   <li>• Teachers will have opportunities to collaborate regarding their progress in using before-, during-, and after-reading strategies in classroom instruction.</li>   <li>• Students will explain the value of using before-, during-, and after-reading strategies.</li> </ul>	Classroom Teachers Principal Reading Instructional Support (ISS from District) Information Specialist Language Arts Reading Specialist	October 2012	May 2013	Faculty Meetings Collaborative Grade Level Meetings Professional Development Days

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<ul style="list-style-type: none"> <li>Students will select and apply appropriate strategies when reading independently.</li> </ul>				
<ul style="list-style-type: none"> <li>Teachers will participate in weekly collaborative grade level meetings for the purpose of analyzing student data and determining interventions.</li> </ul>	Classroom Teachers Principal Reading Instructional Support (ISS from District) Information Specialist Language Arts Reading Specialist (monthly)	August 2012	May 2013	Data Sheets Collaborative Planning Time
<ul style="list-style-type: none"> <li>Data Wall will be implemented and maintained to show student growth based on reading data and used to create/modify guided reading groups and intervention groups.</li> </ul>	Principal Classroom Teachers	September 2012	May 2013	Whiteboard Data Sheets
<p><b>Targeted Subgroup Intervention/Strategy:</b></p> <p>Provide additional reading instruction to students that are reading Below Grade Level, as determined by standardized tests and local assessments.</p>			<p><b>Research:</b></p> <p>Fountas, I. C., &amp; Pinnell, G. S. (2008). <i>When readers struggle: Teaching that works</i>. Portsmouth, NH: Heinemann.</p> <p>National Institute of Child Health and Human Development. (2000). <i>Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups</i>. Washington, DC: U.S. Department of Health and Human Services, NIH Pub. No 00-4754.</p> <p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). <i>Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading</i></p>	

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			<i>in the primary grades. A practice guide. (NCEE 2009-4045).</i>	
Activities to implement the intervention:	Person(s) Accountable: POC	Timeline Beg.	End	Resources Needed
Selected teachers will utilize specialists in a <i>push-in</i> model to facilitate literacy learning. <i>Push-in</i> teachers will provide an additional period of guided reading instruction to BGL students.	Classroom Teachers Principal Reading Instructional Support (ISS from District) Language Arts Reading Specialist Special Education Teacher	August 2012	May 2013	Reading Resource Teacher Special Education Teacher
30 minute school-wide immediate intensive intervention will occur daily to ensure the lowest 25% of students receive an additional 30 minutes of reading instruction.	Classroom Teachers Principal	August 2012	May 2013	Establish school-wide intervention block.
Extended Learning Opportunities (ELO), an after school reading program, will be offered to BGL students in Grades 3 <sup>rd</sup> -6 <sup>th</sup> .	ELO Teachers ELO Coordinator Principal	December 2012	March 2013	ELO Teachers ELO Classroom Reading Materials from District Funding for Teachers from District