

PEEBLES ELEMENTARY CONTINUOUS IMPROVEMENT PLAN

2007-2008

Action Plan for Implementing Systematic Approach to Reading Instruction

Need: There are pockets of students who regularly score below grade level on tests measuring reading level. During the 2006-2007 school year 25% of 3rd 20% of fourth; 14% of 5th; and 20% of sixth grade students failed the reading section of the Ohio Achievement Test. In addition, using the scores from the 2006-2007 school year, our economically disadvantaged students in grades 3, 4, 5, and 6 are at risk of **not attaining adequate yearly progress** (passage rate for those targeted students of 77% at 3rd, 74.6% at 4th and 5th grades; and 80.6% at 6th grade for the 2007-2008 school year is required).

Goal #1: To improve students' reading performance, as indicated periodically throughout the year on Running Reading Records, STAR, Aims Web Fluency Probes, progress monitoring, and writing prompts, and yearly on the Ohio Achievement Tests, Off Grade Tests, and Stanford Achievement Test. The specific targets for improvement along with those mentioned in the need above are 1) Performance Index Score of 100 or higher, (2) Attain Safe Harbor for Reading for economically disadvantaged students by reducing by 10% the non-proficient students. (3) Attain Safe Harbor for Reading for students with disabilities by reducing by 10% the non-proficient students.

Strategy #1: Implement a systematic approach to reading and writing instruction that uses scientifically based strategies with highly qualified teachers in grades K-6 at Peebles Elementary.

Strategy #2: Implement a systematic approach to providing economically disadvantaged students and students with disabilities with extra instructional tutoring that will result in meeting the above need.

Strategy #3: Use short-cycle assessments, Aims Web Fluency Probes, Progress monitoring, Ohio Diagnostic or screening tests to determine student needs.

| <u>MAJOR TASKS</u> | <u>TIMELINE</u> | <u>PERSONS RESPONSIBLE</u> | <u>RESOURCES REQUIRED</u> | <u>PROCESS INDICATORS</u> |
|--|---------------------------------------|---------------------------------|---|--|
| *Continue the Reading Volunteer Tutor Program to assist low-performing students in Reading | Ongoing | Lynda Henley | OhioReads Tutor Plus & Literacy Collaborative training material | Improved performance on above mentioned tests. |
| *Basal Series (Harcourt Trophies) adopted and being implemented in cooperation with Literacy Best Practices. | ongoing | Ann Charles Dee Ann Davis | Basal materials (leveled) | Improved performance on above mentioned tests. |
| * 3rd through 6th grade new teachers need trained in STAR and Accelerated Reader/Reading Certification | Sept. and as needed | Jim Walls Brigitte Gillespie | presentation materials | Tops Reports received |
| * Teachers give Pre, Mid, Post tests of short cycle assessments to analyze student needs and plan for teaching strategies. | Sept. 2007 Dec. 2007 March 2008 | Teachers | Pre/mid/post test Item analysis sheets Grade level meetings | Analyze item analysis to plan for instruction |

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|--|--------------------------------------|---|--|---|
| * Complete Progress Monitoring of Students who did not score on grade level (IRL). | Fall 2007 Jan. 2008 Apr. 2008 | Classroom teachers Intervention teachers Lynda Henley | Benchmark books Running record/ comprehension question st. Sub teachers | Improved performance on above mentioned tests. |
| * Recognize Reading Certification Levels grades K-6 as recommended by Reading Renaissance | Ongoing | Classroom teachers Jim Walls | Rewards/Certificates Business Partnerships | Gains in STAR Testing |
| *Teachers use 20 minutes of Sustained Silent Reading | Ongoing | Grades 3-6 teachers Ann Charles | Books on Level | STAR ZPD Ranges Growth Report |
| *Train new teachers in Aims Web Fluency Probes | Fall 2007 | Laurel Hamilton SIT Team | Probes for teachers Materials for teachers | Improved performance on above mentioned tests |
| *3 rd – 6 th grade teachers give Aims Web Probes to ALL students and score them | Fall 2007 Jan. 2008 April 2008 | Teachers | Probes Sub teachers | Improved performance on each benchmark |
| *Collect and analyze data at 3 benchmarks 3 rd - 6 th grade on the Aims Web Probes | Fall 2007 Jan. 2008 April 2008 | SIT Team | subs for SIT Teachers post results Sharing in grade level mtgs. | Improved performance on above mentioned tests |
| *Teachers give Aims Web probes to Targeted (yellow-using OISM cone) students to monitor fluency progress. | Bi-weekly | Teachers | probes grouping of students | Improved performance on each benchmark |
| * Special Ed. Teachers give Aims Web Probes to targeted (red-using OISM cone) Students to monitor fluency progress | Bi-weekly | Sp. Ed. Teachers | probes IEP goals | Improved performance on each benchmark |
| * Continue to offer SIRI Clinical Training to teachers. | SRPDC Newsletter | Ann Charles | SRPDC training info | Increase teacher knowledge |
| *Use Reading Recovery to assist low-performing students in Reading skills—1 st Grade | Ongoing | Lynda Henley R. R. Teachers | Title I Funds | Improved performance as indicated through Running Reading records |
| *Professional Dev.-new teachers Literacy | Oct.-Feb | Lynda Henley Dee Ann Davis | Purchased through dist. Best Practice strategies | Improvement in test scores. |

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|--|------------------------|--|--|--|
| *Provide 5 th grade and new teachers with on-going modeling and staff development by reading coach, in the areas of best practices—i.e., SOAR, repeated reading while listening, FOI, Wide Reading Instruction, Readers Theater, Choral Reading, and progress monitoring. | 10 days | Gay Lynn Shipley | planning times for meeting materials identified | Improved performance as indicated by running records and fluency probes |
| *Complete walkthroughs and share Information with staff | bi-weekly | Ann Charles Jim Walls | walkthrough sheets | Evidence of best practice instruction in reading groups |
| *Use IAT Meetings to address intervention strategies to assist low-performing students | Ongoing | Kathy Pryor | Sub teachers Intervention strategies | Improved performance on above mentioned tests Meet AYP |
| *Assign Tutors to low-performing economically disadvantaged students and students with disabilities to assist with instructional needs | Ongoing | Ann Charles Jim Walls | Tutor Schedule 3 rd /4 th grade Sally McDaniel | Improved performance on above mentioned tests Meet AYP |
| *Professional development offered to staff through Book Studies on Teaching Vocabulary in all Classrooms | Oct. 2007- May 2008 | Lynda Henley Ann Charles Jessica Wilkinson | Books-C.O. stipends College credit-O.U. | Teachers more reflective of strategies, skills, and assessments through observations and diagnostic tests. |
| *Purchase teacher identified materials for teachers after fall testing to assist teachers in helping students. | Jan. 2008 | Ann Charles Dee Ann Davis Rodney Wallace | Harcourt School Pub. Great Source Educ. | Improved performance on above mentioned tests. |
| *Evaluate and analyze data to measure impact and effectiveness of the Reading programs currently in place. | April 2008 | SIT Team | Materials for assessment STAR reports from beginning , middle, and end of the year. Scores from Running Records, Letter ID, HRSIW, Spelling and Achievement Tests, and AIMS Web Fluency Probes Progress monitoring probes | Periodic Data analyzed through OSU for Literacy. OAT and STAR analyzed in upper grades. ITBS analyzed at off grade. Aims Web and Progress monitoring will be analyzed in the fall of 2008 to see if there is a correlation between these and the OAT results. |