**Action Plan: Part I**

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| **Student-Learning Goal:** | | By the end of the school year 2017, students will improve their reading fluency and comprehension scores as evidenced by the end of the year CAAS reading scores.  Students in Grades K - 2 will increase by 10% in meeting and exceeding in CAAS scores  Students in Grades K-2 will close the achievement gap in relation to other schools in their cluster in reading scores.  Students in Grades K-2 will close the achievement gap in relation to African American males to White males in the district in reading scores.  There will be an increase of 5% in SWD of students meeting and exceeding in reading. | | | | |
| **Research-based**  **Strategies** | **Actions** | **Person Responsible/By When** | **Resources/ Budget** | **Expected Outcomes** | **Monitoring**  **Tools/ Assessments:** Short-Term  Medium-Term  Long-Term | **Person(s) Responsible for Monitoring/ By When** |
| **Strategy 1:**  Intensive instruction daily with focus on fluency and comprehension | Professional development on reading resources for fluency and comprehension for grade level.  Teachers will collaborate on planning for all levels of reading.  Analyze beginning of the year data to determine strengths and weaknesses. | Instructional coaches in Summer/Preplanning and throughout the school year.  Teachers throughout the school year collaboration on data and planning. | Title I funds  Reading Fluency and Comprehension kits for each classroom. ($50 per teacher)  Instructional aids for each classroom (reuseable charts, chart paper) $100 per teacher)  Books are provided through Journeys and media center (should not be a budget) | Teachers will use data to create rigorous lessons that help to improve reading fluency and comprehension in classroom.  Teachers will be able to maximize reading and related subjects with lessons that increase fluency and comprehension  Reading fluency should show increase over the school year.  Reading comprehension scores should show an increase in students meeting and exceeding. | Short Term  Assessment:  teacher monitoring/observations  teacher small group assessments formative weekly assessments  looking at assignments to determine strength weakness    Medium Term Assessments:  unit test  monthly monitoring of students  Determine if students are moving up or down in achievment to determine next steps in instruction and assessments  Long term  CAAS testing pre mid post test  SLO pre post test  Star Reading scores pre mid post testing  iReady (if renewed) test results pre mid and post testing  Determine long term if there was growth in achievement over the school year. | Instructional Coach monitoring throughout the year for suggestions and resources as they become available throughout the year  Teacher monitoring throughout the school year either through end of lesson assessment, weekly, unit or summative assessment |
| **Strategy 2:**  Creating data team to analyze and create solutions to reading gaps. | Data team formation  Creating norms and process for data team  Determine meeting for data teams  Analyze and create solutions for student learning goals in reading.  Data team report out to grade level teams and how to look at assessments and data gathered. | Instructional coaches to work with data team formation/recruitment  Admin to create calendar of times for data team to meet. Plan for substitute/coverage for data team if meeting during school day.  Training on data norms and process and roles during meetings.  Data teams report information gathered in data team to grade level team. | Chart paper, markers, post its, other supplies for for data team meetings for year. ($100)  Substitutes for when data meetings need coverage ($125 per day) if coverage cannot be provided in house. | Data team will recognize student learning problems in fluency and comprehension  Data team will give recommendations to solve problems and analyze data to determine if strategies are working or if other strategies are needed.  Data team will | Short term  Looking at weekly assessments  Medium term  Unit test data review  Long term  Looking at Star Reading SLO and CAAS data | Data team to keep up with team data to analyze and provide assistance with training  Instructional coaches to continue to work with data team in regards to making sure data team is staying focused on norms and processes and provide resources and research as needed.  Administration to make sure that data team is running smoothly through observations. |
| **Parent & Community Involvement:**  *Describe how you will communicate the action plan to parents and the larger community. Include how you might involve them in its implementation.* | Advise parents and community stakeholders the importance of daily exposure to reading outside of school. Offer library card services for parents at the beginning of year. Promote throughout the year library and media center reading events. During curriculum night, introduce parents to reading programs such as Accelerated Reader and other online programs that promote reading fluency and comprehension. Advise parents in writing students reading level and goals for the school year. Allow parents and community in meetings regarding books and literature for media center. Involve parents in helping to promote reading in the school through PTA. Action plan will be communicated to parents at parent night and on the school newsletter/website. | | | | | |