

## Elementary School Improvement Reading Comprehension Action Plan 2005 - 2010

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal)		Standardized Assessments		Local Assessments (indicate local performance assessment)	
TerraNova Achievement Test (SES, gender, SPED)		TerraNova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		State Standards, classroom assessments	
Intervention (Strategy): All students will improve comprehension.				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
1. Investigate comprehension programs	1. Elem. Admin and certified staff.	1. Fall 2005	1. Spring 2006	1. ESU 7, other Reading First schools, State Reading First leadership	1. Core reading program selected
2. Adopt and implement a core reading program	2. K-4 ,SPED, Title I teachers	2. Fall 2006	2. Spring 2009	2. materials for core reading program	2. Adopted and implemented program
3. Adopt and implement reading intervention ❖ Language For Learning	3. SPED, Title I teachers	3. Fall 2006	3. Spring 2009	3. Materials for intervention programs	3. Adopted and implemented intervention programs
4. Train appropriate staff in core reading program interventions.	4. Elem. Admin., Reading First Coach, certified staff, paraeducators	4. Spring 2006	4. Spring 2007	4. Core reading program consultant	4. Trained staff implementing programs with fidelity
5. Attend Reading First training	5. Elem. Admin., Rdg First Coach, K-3 certified staff, SPED, Title I	5. Spring 2006	5. Spring 2009	5. State & National Reading First leadership; ESU 7	5. Trained staff implementing Reading First strategies
6. Design and implement 90 min. reading block	6. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	6. Spring 2006	6. Spring 2009	6. ESU 7, other Reading First schools, State Reading First leadership	6. Designed and implemented 90 min. reading block

## Elementary School Improvement Reading Comprehension Action Plan (continued)

### 2005 - 2010

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal)		Standardized Assessments		Local Assessments (indicate local performance assessment)	
TerraNova Achievement Test (SES, gender, SPED)		TerraNova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		State Standards, classroom assessments	
Intervention (Strategy): All students will improve comprehension.				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
7. Design and implement record keeping strategies ❖ DIBELS ❖ GORT	7. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	7. Spring 2006	7. Spring 2006	7. DIBELS website; ESU 7	7. Student progress data to determine instruction
8. Develop a procedure for fidelity observations.	8. Elem. Admin., Rdg First Coach, Rdg First leadership, core reading program consultant	8. Fall 2006	8. Spring 2009	8. Elem. Admin., Rdg First Coach, Rdg First leadership, ESU 7, core rdg program consultant	8. Consistent implementation
9. Train new staff	9. Elem. Admin., Rdg First Coach, certified staff	9. Spring 2006	9. Spring 2009	9. Elem. Admin., Rdg First Coach, ESU 7, Reading First Leadership	9. Trained staff

## Elementary School Improvement Phonemic Awareness Action Plan 2005-2010

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments TerraNova (2 – 9, 11)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve phonemic awareness and phonics.				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
1. Investigate phonemic awareness programs	1. Elem. Admin and certified staff.	1. Fall 2005	1. Spring 2006	1. ESU 7, other Reading First schools, State Reading First leadership	1. Core reading program selected
2. Adopt and implement a core reading program	2. K-4 ,SPED, Title I teachers	2. Fall 2006	2. Spring 2009	2. materials for core reading program	2. Adopted and implemented program
3. Adopt and implement reading intervention ❖ Language for Learning ❖ Sound Partners	3. SPED, Title I teachers	3. Fall 2006	3. Spring 2009	3. Materials for intervention programs	3. Adopted and implemented intervention programs
4. Train appropriate staff in core reading program interventions.	4. Elem. Admin., Reading First Coach, certified staff, paraeducators	4. Spring 2006	4. Spring 2007	4. Core reading program consultant	4. Trained staff implementing programs with fidelity
5. Attend Reading First training	5. Elem. Admin., Rdg First Coach, K-3 certified staff, SPED, Title I	5. Spring 2006	5. Spring 2009	5. State & National Reading First leadership; ESU 7	5. Trained staff implementing Reading First strategies

## Elementary School Improvement Phonemic Awareness Action Plan (continued)

### 2005-2010

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments TerraNova (2 – 9, 11)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve phonemic awareness and phonics.				Research Supporting This Intervention  See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline  Beg			

## Elementary School Improvement Vocabulary Awareness Action Plan 2005 - 2010

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments Terra Nova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve vocabulary				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline BegEnd		Resources	Staff Development Outcome
1. Investigate vocabulary programs	1. Elem. Admin and certified staff.	1. Fall 2005	1. Spring 2006	1. ESU 7, other Reading First schools, State Reading First leadership	1. Core reading program selected
2. Adopt and implement a core reading program	2. K-4 ,SPED, Title I teachers	2. Fall 2006	2. Spring 2009	2. materials for core reading program	2. Adopted and implemented program
3. Adopt and implement reading intervention ❖ Language for Learning	3. SPED, Title I teachers	3. Fall 2006	3. Spring 2009	3. Materials for intervention programs	3. Adopted and implemented intervention programs
4. Train appropriate staff in core reading program interventions.	4. Elem. Admin., Reading First Coach, certified staff, paraeducators	4. Spring 2006	4. Spring 2007	4. Core reading program consultant	4. Trained staff implementing programs with fidelity
5. Attend Reading First training	5. Elem. Admin., Rdg First Coach, K-3 certified staff, SPED, Title I	5. Spring 2006	5. Spring 2009	5. State & National Reading First leadership; ESU 7	5. Trained staff implementing Reading First strategies

## Elementary School Improvement Vocabulary Awareness Action Plan (continued) 2005 - 2010

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments Terra Nova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve vocabulary				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
6.Design and implement 90 min. reading block	6. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	6. Spring 2006	6. Spring 2009	6. ESU 7, other Reading First schools, State Reading First leadership	6. Designed and implemented 90 min. reading block
7.Design and implement record keeping strategies	7. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	7. Spring 2006	7. Spring 2006	7. DIBELS website; ESU 7	7. Student progress data to determine instruction
8.Develop a procedure for fidelity observations	8. Elem. Admin., Rdg First Coach, Rdg First leadership, core reading program consultant	8. Fall 2006	8. Spring 2009	8. Elem. Admin., Rdg First Coach, Rdg First leadership, ESU 7, core rdg program consultant	8. Consistent implementation
9.Train new staff	9. Elem. Admin., Rdg First Coach, certified staff	9. Spring 2006	9. Spring 2009	9. Elem. Admin., Rdg First Coach, ESU 7, Reading First Leadership	9. Trained staff

## Elementary School Improvement Fluency Action Plan 2005 - 2010

Student Performance Goal: Students will improve reading comprehension across the curriculum.					
Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments TerraNova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve fluency.				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
1. Investigate fluency programs	1. Elem. Admin and certified staff.	1. Fall 2005	1. Spring 2006	1. ESU 7, other Reading First schools, State Reading First leadership	1. Core reading program selected
2. Adopt and implement a core reading program	2. K-4 ,SPED, Title I teachers	2. Fall 2006	2. Spring 2009	2. materials for core reading program	2. Adopted and implemented program
3. Adopt and implement reading intervention ❖ Sound Partners	3. SPED, Title I teachers	3. Fall 2006	3. Spring 2009	3. Materials for intervention programs	3. Adopted and implemented intervention programs
4. Train appropriate staff in core reading program interventions.	4. Elem. Admin., Reading First Coach, certified staff, paraeducators	4. Spring 2006	4. Spring 2007	4. Core reading program consultant	4. Trained staff implementing programs with fidelity

## Elementary School Improvement Fluency Action Plan (continued)

### 2005 - 2010

Student Performance Goal: **Students will improve reading comprehension across the curriculum.**

Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments TerraNova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve fluency.				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		

5. Attend Reading First training	5. Elem. Admin., Rdg First Coach, K-3 certified staff, SPED, Title I	5. Spring 2006	5. Spring 2009	5. State & National Reading First leadership; ESU 7	5. Trained staff implementing Reading First strategies
6. Design and implement 90 min. reading block	6. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	6. Spring 2006	6. Spring 2009	6. ESU 7, other Reading First schools, State Reading First leadership	6. Designed and implemented 90 min. reading block
7. Design and implement record keeping strategies ❖ DIBELS ❖ GORT	7. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	7. Spring 2006	7. Spring 2006	7. DIBELS website; ESU 7	7. Student progress data to determine instruction
8. Develop a procedure for fidelity observations	8. Elem. Admin., Rdg First Coach, Rdg First leadership, core reading program consultant	8. Fall 2006	8. Spring 2009	8. Elem. Admin., Rdg First Coach, Rdg First leadership, ESU 7, core rdg program consultant	8. Consistent implementation
9. Train new staff	9. Elem. Admin., Rdg First Coach, certified staff	9. Spring 2006	9. Spring 2009	9. Elem. Admin., Rdg First Coach, ESU 7, Reading First Leadership	9. Trained staff