

**Lincoln School – School Improvement Goal (Reading) 2016-17 (June 2016)**

**Action Plan Template**

**Target Area for Improvement: Enhanced Reading Achievement through varied engagement strategies focused on targeted needs.**

**Improvement Goal:**  
**We will increase by 10% the percentage of students reading at or above proficient reading levels from 1<sup>st</sup> to 3<sup>rd</sup> Quarter as measured by the district report card.**

**Expectations for student learning:**  
 Students will improve their ability to decode grade level fiction and non-fiction text with purpose and understanding.  
  
 Students will read with accuracy and fluency to support comprehension and increase vocabulary knowledge.  
  
 Students will use text evidence to support oral and written responses to reading.  
  
 Students will improve reading academic achievement and pro-social behaviors through targeted behavioral teaching that positively reinforces taught and modeled expectations and is based on consistently collected and analyzed data.  
  
 Students will engage in integrated technology lessons, structured goal setting and reflection about their learning to enhance motivation and perseverance to learning tasks.

**Targeted participants:**  
**All Students.**

**Interventions:**

- **Curriculum Intervention (CI)**  
 Formative and Summative Assessment  
 Data information, State/District Common Core Standards, Curriculum Companion, Aimsweb progress monitoring tools, Wonders/Superkids Curriculum, Comprehension - Best Practices Articles.
- **Instructional Intervention (II)**  
 Comprehension strategy best practices, PBIS Tier 1 and Tier 2  
 Training techniques, technology integration of smart boards and Ipads, LETTERS/Superkids/Wonders implementation with universal Curriculum.
- **Student Support Intervention (SSI)**  
 Reading Interventions, Behavior Plans for Tier 2/3 Students, Writing Conferences, small group needs instruction for academic and behavioral concerns, Self Goal Setting procedures/reflection.
- **Assessment Intervention (AI)**  
 Formal and Informal Assessments – Common assessments utilized per grade level, Superkids/Wonders assessments, and Behavioral Data expectations review.
- **Staff Intervention – professional development throughout the year. (STI) : PLC Team Foundational Work and Implementation**
- Reading Materials IE/Enrichment implementation.
- **Interventions Focused On: Tier 2/3 kids**

**Evaluation:**

2<sup>nd</sup> Grade MAP – 50% or more of the students tested will score within the grade level mean RIT Score (185-191) in the area of Reading on the Spring 2016 Assessment. (Spring 2016 =50%, Spring 2015 = 44% / Spring 2014 = 47% / Spring 2013 = 49% scored 185 or above.)  
 \*Fall 2015 MAP reflected: 16/42 students (38%) within the Aver. RIT of 175.

K-5 student behavioral data will reflect a decrease the # of ODR's from Semester 1 to Semester 2 by 15% for those students not consistently programmed into Tier 2/3 interventions. Data for consistently programmed Tier 2 students will reflect a decrease # of referrals from 1-2<sup>nd</sup> semester. (As measured by the SWIS Behavioral Data system.)

80% of K-2 / 70 % of 3-5 students will score "Average or Above" on the AIMSWEB spring assessment (Instructional Recommendations Report) in each grade level. (Spring 2015: K-2 = 88% Ave / 3-5 = 57% Grades 3-5 have MAZE factored in.) Overall: 72%  
 \*Fall 2015 Data reflects these %'s in Ave-Above: K=70%, 1 = 78%, 2=63%, 3=58%, 4=68%, 5=79%)  
**Spring 2016: K-2 = 90% / 3-5 = 71% 80% Overall**

Intervention Supports will maintain or increase one level in reading from the end of the 1<sup>st</sup> to the end of 3<sup>rd</sup> quarter as measured by district report card.

Forward Exam - ? (Badger 14-15): 40% Prof./Adv. At each of 3-5 Grades. (3=36%, 4=38%, 5=58%)

**Timeframe for implementation: 1-4 years**  
**\*Engagement strategies will focus on increased student motivation through: clear learning and assessment expectations, feedback from the teacher, and tech. tools integrated with best practices.**

Actions	Sched.	Responsibilities	Monitoring	Resources
Consistently utilize a structure in reading for student goal setting and self-reflection to increase student motivation, effort, and achievement. <b>(STI, CI)</b> <b>*Bryte Bytes Integration</b>	2016-2017 1 <sup>st</sup> quarter PLC Work sessions focus on Stud. Invol. In assessment practices.	Review Reading Best Practices as defined by common core and student involvement in assessment processes.	Each grade level will produce a goal setting process linked with a self-reflection tool with regards to Reading Comprehension/Fluency progress. -Students receive feedback from each other -Students share work with others via online process -Teachers collaborate with students online via feedback systems.	Assessment Consortium Templates Inservice Days Adm. Support Collaboration Time Fiction/Nonfiction Materials After School Programming Usage Bryte Bytes resources
Utilize best practices for Preventing, Correcting, Reteaching, and Reinforcing Prosocial Behaviors in all settings in Tier 1. <b>*TFI Survey – Staff Involvement and empowerment of others.</b>	2016-2017 PLC Team Monthly Meeting focus on Behavior  Para-Support Meetings in 16-17.	Implementation of PBIS Classroom Systems Training in 16-17 – District  Zones of Regulation Training Tools Utilized by all staff.	Consistent application of prosocial expectations across common areas and in classrooms via matrixes. Consistent SWIS Data analyzed at each grade level/school wide.  Targeted and specific feedback to students relevant to needs based on ZONES of Regulation.  Create Sub Committees within Universal/Staff to accomplish Tier 1 Structural Activities at higher levels and gain more feedback.	Randy Sprick Materials PBIS Training tools SWIS Software Zones Of Regulation Tools TFI Survey/SAS
Enhance PBIS Tier 2 Systems to better meet the needs of all students. <b>*TFI Survey</b>	16-17	PBIS Tier 3 Training in 16-17.  Revise CICO System to incorporate IPADS /\$ system for Consistent Rewards Store  QR Code system/videos for Boosters, Matrix Walks, Reteaches  CPI Training for all staff.  Increase SAIG Group participation and add Mentors – all staff buy-in.	RTI B Team will monitor SAIG/Mentoring and Universal Data to ensure that all students' needs are being met via Tier 2/3 on Bi-weekly basis.  Summer Curr. Team will monitor committee role distribution and create videos for QR Code usage.	Tier 2/3 District Training opportunities All Staff Act as Mentor or Greeter Ipad Apps Summer Curr. Time HABITS \$ to support consistent CICO Store rewards.
Grade level PLC's will collaborate weekly to plan and implement instructional strategies based on targeted student outcomes related to	All School Year	Differentiation strategies implemented via Superkids and Wonders to	PLC SLO Template will reflect strategies and supports needed and implemented.	Grade Level SLO's  Collab. PLC's Core Materials – Superkids/Wonders and

<p>formal and informal assessment data. Cross grade/vertical collaboration will also occur during Staff Meeting time with the purpose of gap revisions.  <b>*Action Team Recom.</b></p>		<p>address fluency and Comprehension needs in all grade levels - link to overall school goals.</p>	<p>Consistent progress monitoring by all grade levels using Core Materials and Supplemental Data in SAT/RTI team data analysis:</p> <p>Aimsweb Progress Monitoring                      Core Literacy assessments                      Targeted and Specific Feedback to students relevant to individual goals.</p>	<p>related Assessment tools.</p> <p>Supplemental Materials and related Assesmt. Data:                      -Reading Intervention                      -Aimsweb                      -MAP/PALS where appropriate</p>
<p>Enhance and further obtain a working knowledge of the Core Curriculum assessment tools and their link to targeted instruction within the programs.  <b>*Action Team Rec.</b></p>	<p>Ongoing 2016-17</p>	<p>Increase use of Superkids and Wonders In-Program assessment tools.</p>	<p>Further explore and implement the assessment tools and develop supplemental assessments if necessary. (Link to Charlotte Domain 1E/F.)</p>	<p>Core Materials                      PD Training Days                      Staff and PLC Meeting Time.</p>
<p>Implement integrated technology lessons with critical core content to increase Teacher Feedback to Students with the goal of higher levels of student motivation.  <b>*Bryte Bytes Survey Data</b></p>	<p>2016-17                      Ongoing</p>	<p>All Faculty – Focus on 4 C’s in Bryte Bytes Survey</p>	<p>Attend all District and Building level trainings. Share successes and tools in faculty meetings.</p> <p>lpads: Individualized instruction, practice of phonics skills, vocabulary development, repetition of text, access to portals, and responses to reading and listening to fluent reading.</p>	<p>-PD Training in-house                      -Research sharing                      -Ipad/Smart Boards, Tech mentor trainings                      Apple Trainings                      John Hattie’s Work on effect size.</p>
<p>Implement Before/After School Program targeted more closely with grade level reading expectations, vocabulary and curriculum.</p>	<p>All Year Long</p>	<p>PPC Coordinator                      Staff collaboration with before/after School Tutors</p>	<p>Referral information from teachers regarding targeted needs for specific students.</p>	<p>Goal Setting materials.</p>
<p>Implement Perceptions and PTO Parent Survey Feedback into practices as related to Reading Comprehension: Increased Engagement Strategies.  <b>*RTI/SIR Category: Family Engagement – Reading</b>  <b>*Perceptions Survey – Increase Parent Awareness and education on how to access and use Parent Portals for Core Curriculum.</b></p>	<p>Open House 16                      Family Night – Sept. 2016                      Parent Conferences</p>	<p>Formal Strategies implemented to: share grade level learning goals with parents/ Its Learning / Parent Portals / Paper copies.</p> <p>Ensure parents know and understand universal screening results. Ensure parents have ongoing student progress in terms of interventions.</p> <p>Continue to send home graded work samples and assessments with explanations of grading clearly communicated.</p>	<p>Each grade level will develop a strategy for sharing weekly learning targets with parents.</p> <p>Along with that strategy, homework policies and expectations for assignments/grading practices will be communicated clearly with parents .</p> <p>System will be developed to share ongoing progress with all parents of students in reading interventions – collaboration between intervention team and reg. ed. teachers.</p>	<p>Family Engagement Nights                      Parent Logs                      SIR/BOQ Crosswalk Tool                      Parent Portals                      Newsletters/ITS Learning/Twitter                      Homework Purpose and Communication</p>

