

MEMORIAL ELEMENTARY SCHOOL



Public Law 221/North Central Association Continuous Improvement Plan 2011-2014



Spring 2011

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I. MEMORIAL ELEMENTARY SCHOOL MISSION

Memorial Elementary School's purpose is to provide all students with the best educational opportunities possible. The Memorial staff in cooperation with parents and students will provide a safe and caring environment. Each student will be encouraged to expand to their potential in academic, creative, emotional, physical, and social skills.

II. PROFILE

A. COMMUNITY DATA/LOCAL INSIGHTS

Memorial Elementary School is located at 1052 Park Avenue in Valparaiso, Indiana. It is a part of the Valparaiso Community Schools Corporation, which consists of eight elementary schools, two middle schools, and one high school. Our corporation serves the 6,000 students living in Center Township. Center Township has a population of 38,000. At the center of the township is the city of Valparaiso. It is the county seat and a middle-class community with a population of 29,102. The median family income is \$60,637. The percent of families under the poverty level is 4.8 percent with a 3.8 percent unemployment rate. About 91 percent of our adults have a high school diploma, and 35 percent have a college degree. Therefore, most of the income generated is by two-income families with a mix of blue-collar occupations and white-collar professionals. Fifty-five percent of our 11,559 homes are owner-occupied, and 53 percent of them have changed ownership within the past five years. (City and township dates from 2000 census)

Memorial Elementary School currently contains grades kindergarten through five. The school's student population is not ethnically diverse. The racial and ethnic diversity of the school is set at 96% non-Hispanic White with 4 percent from other ethnic backgrounds. These diverse backgrounds are made up of 1 percent multi-racial, 2 percent Asian, and 1 percent Hispanic. Incomes and the value of family dwellings display a wide range. 17 percent of the student body received free or reduced-priced meals during the 2007-2008 school year. Memorial had a 6 percent free and reduced lunch population just three years ago.

The school was originally built in 1957 and opened in 1958 for grades kindergarten through six. The middle school concept was adopted and Memorial became a school that contained grades kindergarten through five. Memorial was a small neighborhood school until August, 1990. An addition and remodeling project doubled the physical size of the school. Memorial's attendance boundaries did not change. However, it was designated as an "overflow" school. A new special education program for mildly and moderately mentally handicapped children was started and the Valparaiso Community School Corporation's transitional grade one program was moved into the building.

Students from all of the Valparaiso elementary attendance districts were transported to Memorial for schooling if their home school was full at any given grade level or if they qualified for the special education programs offered. Memorial had students enrolled from most all of the elementaries from August 1990-May 1993. Flint Lake Elementary was built in 1992 and Valparaiso elementary school boundaries were redrawn for the 1993-94 school year.

The Memorial attendance district, until August of 1993, consisted of some of the most affordable housing in Valparaiso. Oakwood and Manchester Meadows subdivisions were added to Memorial's area in 1990 with a grandfather clause which allowed children from these areas to continue in the schools in which they were enrolled while all new children would be enrolled at Memorial. The new attendance districts for VCS schools went into effect in August of 1993 and added large, new sections to Memorial's boundaries. The results display a mixture of blue collar, white collar and professional homes that send their children to Memorial.

Most of the Memorial Elementary School students will attend Benjamin Franklin Middle School and all will attend Valparaiso High School. The current facility is in good condition. The building addition and renovation of 1990 gave the school more space and an improved office area as well as a larger media center. A new roof was added to the original section of the building in the summer of 1993. Maintenance of the building has kept the facility in the current condition. Memorial was retrofitted for the corporation's technology plan which includes video distribution and computer networking. The media center's circulation and catalog systems are computerized and available at school as well as at home using the Destiny Software program. The school received new windows in the original section of the building. Air conditioning was added during the summer of 1996.

EDUCATIONAL PROGRAMS

The school has a media center that is used by students primarily to access reading and reference material. On line media services are available for students', parents' and teachers' use. A full time media aide is employed to oversee the operations of the media center. This person also manages the video distribution center, and trouble shoots our Renaissance Place Programs and Success Net programs.

Memorial Elementary School offers an assortment of special programs. Programs from the Special Education Cooperative include speech, learning disabilities, mildly mentally handicapped/autistic and other health impaired. A part-time reading teacher focuses on teaching Phonemic Awareness with kindergarten children and reviewing Phonemic Awareness in grade one.

The teaching staff consists of twelve full-time classroom teachers. A full-time kindergarten teacher is shared with another building. A part-time teacher is shared with another school for music. A full-time physical education teacher and art teacher spend a part of their day at Memorial instructing students and the rest of the day in other schools. Memorial has a shared special education teacher who services students identified for speech and has access to a social worker. Section 504 compliance is managed by the building principal also employed by the corporation.

Memorial Elementary School has a full-time building administrator, secretary and day custodian. The rest of the current staff consists of part-time positions that include: nine classroom instructional aides, two special education para-professionals, one part-time night custodian and one shared school nurse.

DESCRIPTION OF CURRICULUM

The teachers of the Valparaiso Community Schools have created a very well defined curriculum at all grade levels of the school corporation. Teachers in grades kindergarten through grade twelve have curriculum guides that have been written by faculty curriculum committees to help insure that the document matches the demands of the Indiana Academic Standards and the local needs of our students. Valparaiso Community School's curriculum is a Standards Based Curriculum. A four year cycle has been adopted to develop curriculum, adopt textbooks and write assessments for the curriculum. With this curriculum in hand, teachers from throughout the school corporation can direct their instruction to the standards created by the State of Indiana that are crucial to the success of all children. Classroom instruction in Valparaiso is therefore guided by the curriculum, not the textbook publishers.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Memorial Elementary School has a safe and disciplined learning environment. Emergency procedures for fire, tornado, and earthquakes have been developed. Code Yellow and Code Red procedures are a part of the Emergency Preparedness Plan to be used with severe disruptions in the school. These are shared with all staff members and practiced in accordance to state mandates. A flip chart with emergency procedures is available in every room by the telephone for added safety. Memorial Elementary School's Safe School Plan is reviewed and updated annually.

Students are supervised before entering the building in the morning and outside after the dismissal procedures begin. Teachers are at their classroom door when students arrive in the morning and stay with students during the process of dismissal in the afternoon. Students are to have notes from parents if they are going somewhere after dismissal that is different than their usual place. The school secretary sends a list for teachers alerting them to dismissal changes daily. All visitors and parents must stop at the front office to sign in as well as get a visitor badge before being allowed to enter further into the building.

Memorial has a set of rules and expectations for all students. Teachers use these rules while developing their classroom rules and consequences. These are all printed and given to students and parents at the beginning of the school year. Common behavioral consequences received by students include loss of recess time, a note home to parents, a phone call to parents, a discipline report describing the problem and after school detention. It is unusual for student to be sent to the principal for a more severe consequence such as an in or out of school suspension.

The Memorial staff has been developing a program called Creating A Safer School (CASS). The staff has set a goal to develop CASS as a priority. It is an evolving work where the staff is learning more about relational aggression and helping students identify it, name it and deal with it more successfully. The new health curriculum will have many materials and experiences for children in the area of a "healthy life". Drug education and drug abuse are a part of the curriculum. Changing Families and BABES are programs used to give students opportunities to enhance their social, behavioral and emotional development.

HIGH ATTENDANCE RATE

Memorial Elementary School student attendance has for the most part improved and stabilized over the years. The attendance rate has always been higher than the state average.

1999 – 96.9	2002 – 96.4	2005 – 98.0	2008- 96.6
2000 – 97.0	2003 – 97.9	2006 – 97.7	2009- 97.1
2001 – 96.4	2004 – 97.7	2007 – 97.6	2010- 97.1

Our goal is to maintain pace with the 95 percentile for attendance in the state of Indiana. A tardy policy was developed so that this problem could be communicated with the parents if a problem was developing. The practice has dropped student tardiness problems. A more formalized system for communicating with parents concerning chronic student attendance problems has been developed. Parents are contacted when students are having difficulty with their attendance. Follow up letters are sent when necessary. Memorial has added an additional step in the attendance procedure utilizing the Porter County Juvenile Probation Office's Project Attend.

ACADEMIC STANDARDS

Memorial Elementary students in grades three through five have scored fairly well over the past five year on the ISTEP+. The percentage of all students tested passing ISTEP+ has ranged from a low score of 78.21% in 2007 to a high score of 89.7% in 2010. The Memorial teaching staff is committed to improving our students' educational opportunities which will result in the passing percentage of all students tested in Language Arts, Math and Science to be at 86% or better. The staff will be able to meet this goal by attending staff development opportunities, implementing the materials learned during the in-services and following NCA governance principles.

INCREASING PARENTAL PARTICIPATION

Memorial parents are a valuable asset to the school. The Parent Teacher Organization is very involved in projects and programs for the students. No dues are collected to join and every parent is automatically a

member. The P.T.O. runs a budget in excess of \$20,000 yearly. They purchase instructional equipment, playground equipment, materials for programs (Saturday Night Live, Brush with the Masters, field trips, etc.) and sponsor published authors to visit the school.

The parents also contribute time and effort for classroom instruction. Classroom teachers have parent volunteers who help with a variety of tasks. Parents come to school to help with classroom learning centers, listening to children read, reading with children, and working mathematics with children. It is difficult to walk the school hallways during the day without seeing parents working one on one with students. We have many parents who work during the day, so they contribute by taking classroom materials home to prepare them for use.

Communication among classroom teachers and parents takes place on a regular basis. E-mail messages, phone calls and conferences are constantly taking place. V.C.S. has purchased the grade reporting software Grade Quick. Teachers are keeping their grades electronically and we are testing the Ed Line Parent Portal. Teachers post their grades on the website for parents to view and stimulate communication on how the student is doing or what the student needs to be doing.

Memorial teachers have agreed on the goal that students will improve reading comprehension. Teachers will discuss our reading goal and what expectations they have for the students at each grade level.

Parents are involved with other student activities. The Brush with the Masters program has parents going to each classroom to teach about artists and their work. This is done in conjunction with the art teacher who may introduce or follow up on the work by the parents in this area. TV Turn Off Week is another large scale effort where students are unable to watch television or play video games. The parents supervise this at home and organize several evening social events during the week to help students learn that there is much to do besides watching television. The same parental effort is true for other Memorial activities such as the Discovery Fair,

Six Hour Reading Club, the Talent Program, Grandparent's Reception, and Saturday Night Live. The total number of hours donated by parents is significant each year. Parents also serve on the Corporation Textbook adoption committees.

TECHNOLOGY AS A LEARNING TOOL

The use of technology as a learning tool is constantly evolving. Memorial has formed a Technology Committee consisting of classroom teachers, computer trainers and the principal. The committee reviewed the software available, the training that teachers were getting, projects teachers are using with students, and the hardware available. This review will provide a baseline for developing our future technology as a tool vision.

Memorial has a computer lab of thirty-two Dell computers. At least three Dell computers are in each classroom. The teacher workstation computer is wired so that computer instruction can take place in the classroom with the teacher using the large suspended monitor for student viewing. Each student has a personal electronic locker to save their work so that it can be pulled up in the lab or the classroom for completion. Interactive white boards and document cameras are in transition to be added to each grade level classroom.

Valparaiso Community Schools has developed grade level technology proficiencies for teachers to use in teaching technology as a tool and evaluating student progress. A student report for parents is generated two times a year to give summary evaluation of a child's progress with the grade level standards in grades three, four and five. These proficiencies are available upon request.

Core pieces of software have been purchased for teachers to teach mathematics, language arts and technology standards. Teachers often use their white boards to teach story illustration, counting money, shapes, patterns and fractions. Programs help students learn phonics, grammar, parts of speech, classification, addition,

subtraction and sorting. Memorial has added Accelerated Reader, STAR Reading, STAR Math, Math Facts in a Flash, Study Island, and Reading A to Z for all students to use.

CULTURAL COMPETENCY

An analysis of Memorial's student population reveals the following subgroups:

- Ethnicity: white-94.6%, Hispanic- 0.8%, African American- 2%, Asian-0.8%, and multiracial-1.7%
- ELL population : (Georgian - 1)
- Special Needs population: 10%
- Free-Reduced lunch: 16.3%

Memorial Elementary School continues to evaluate and improve the cultural competency of the school community, including the students, parents, and school staff. Annually, ISTEP scores for the different groups within the school are identified. Scores for minority, racial, ethnic, exceptional learners, and socioeconomic groups specifically are identified and strategies are developed to assist all students who are not successful. In addition to ISTEP scores, school staff perceptions, parent input, and student initiatives have demonstrated a school cultural awareness of respect for all others.

Memorial has started many initiatives to promote cultural awareness and competency. Some examples of these initiatives are:

- Grade level teachers identifying strategies to assist with remediation of weak skills that can be practiced as a regular classroom activity.
- Deficiencies for special education students are identified, and individual educational plans address ways to help them become successful.
- ELL (English Language Learner) students are identified, receive special instruction from paraprofessionals, and follow individually developed schedules to help their learning opportunities.
- Creating A Safer School (CASS) teaches students awareness of cultural differences and awareness of relational aggression as well as tools to help them be more successful.
- Project Wisdom is used for daily announcements for students to hear the positive messages about themselves, their family and their world.

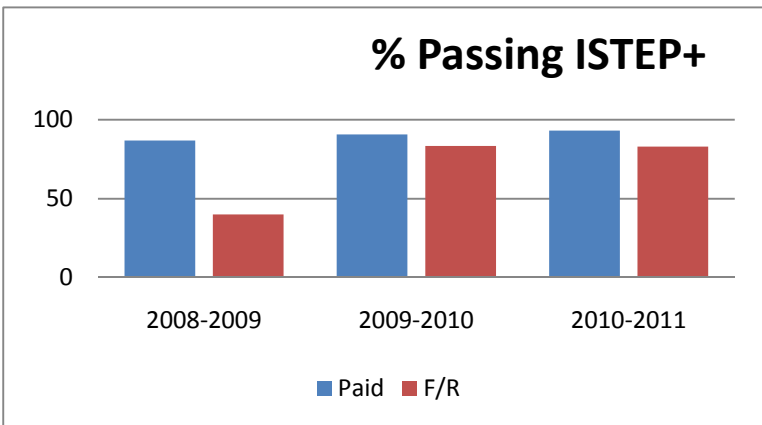
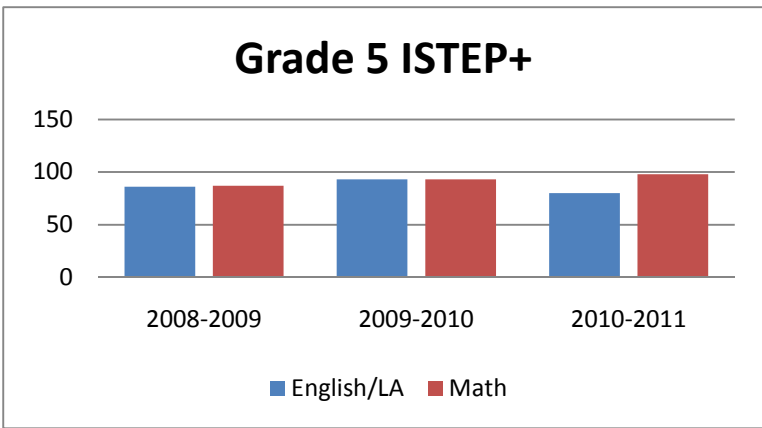
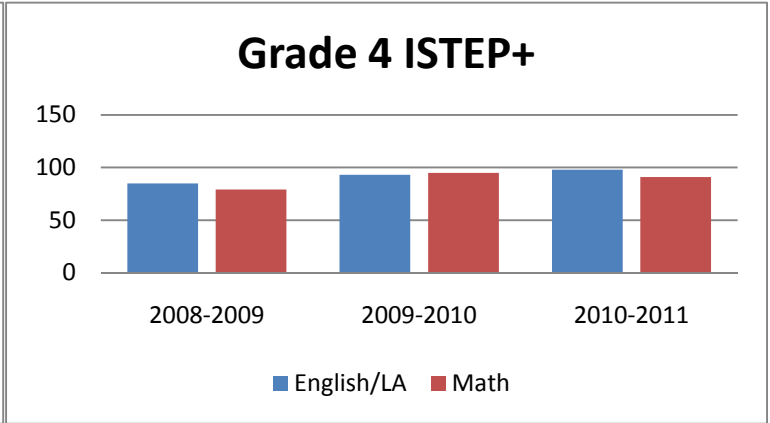
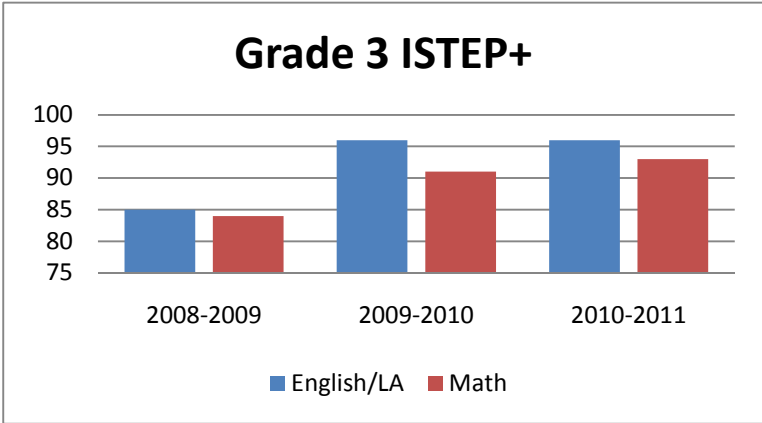
Memorial's staff addresses and celebrates our diversity throughout our curriculum, teaching strategies, and various activities. We incorporate many activities through our social studies and literature readings, projects, and activities. Music and art activities also provide wonderful opportunities to explore and express diverse cultures. We encourage students and the community to share holidays, traditions, and celebrations.

B. STUDENT DATA

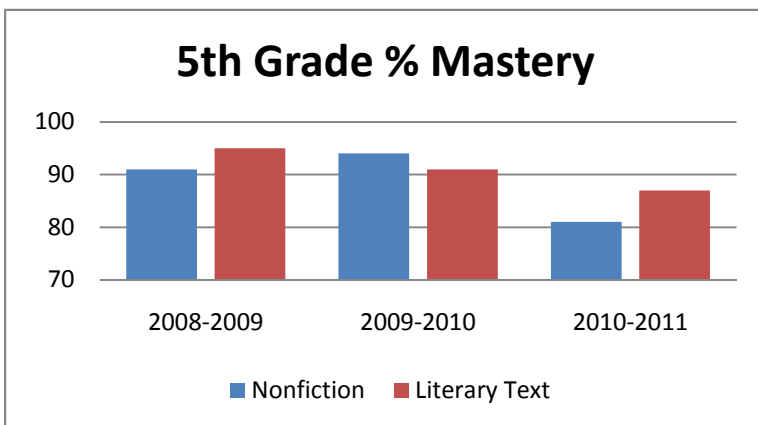
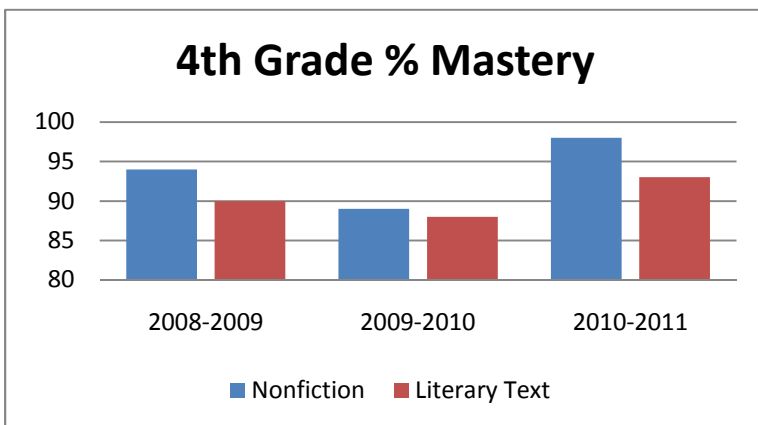
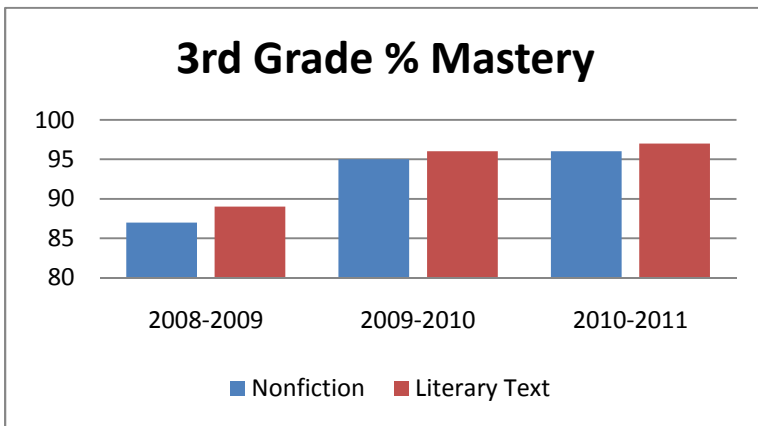
The Memorial Elementary School staff has reviewed the last three years of ISTEP+ scores along with the current school year. Discussions of strengths and weaknesses were generated by this data. The staff was able to use the data to come to a conclusion for areas that need to be addressed.

The following is a chart of how each individual grade scored since 2008 at Memorial.

**MEMORIAL TEST DATA ANALYSIS
2008-2011**



Therefore, the concern of the PL221 Committee has been the achievement gap. This is the only true “trend” that has been evident in the data. This disparity between the paid and the free/reduce groups is the part of our basis for our school improvement plan. The interventions that the staff has proposed, improved vocabulary and concept imagery through building background knowledge, will improve all areas of the students’ academic progress regardless of their background. To monitor the goals and interventions the committee will analyze data of the students in the areas of reading comprehension and reading vocabulary. As seen in the graphs below there has been steady progress with third and fourth grade students, however fifth grade has not seen this type of growth.



C. DATA ANALYSIS AND CONCLUSIONS

GOAL DETERMINATION

The Memorial teaching staff reviewed the data that was available. The staff had discussions about past school improvement plans and actions that have taken place in the past. During discussions, the idea that students can often give the correct answers in classes, but most as a whole had problems verbally expressing the sequential steps that they took in getting the correct answer. Students had difficulty understanding what they were being

asked to do. Indiana has started to require students that cannot make the reading mark to be retained in Third Grade. Memorial wants to take that a step farther and make sure all students are making the mark in reading and comprehend what they are being asked to do.

Another factor that was discussed was the tremendous teaching staff turn over that started in 2006 and continued through 2010. Nine new classroom teachers out of a total of thirteen are new since August 2006. This is a 70% turn over in classroom instructors in the past few years.

MATRIX DATA

The assessment matrix charts progress toward the goal over a three year basis. The three interval years will be compared to this year, our base year for comparative purposes.

This form provides:

Goal

Name of Assessment/Subtest

Pre-Test Year

Interval Years:

Post Test Years

Statistical Engine Used

Change in Standard Unit

2011-2014 ASSESSMENT MATRIX

SCHOOL Memorial Elementary

GOAL All Students will show growth in the area of reading comprehension across the curriculum.

ISTEP+ Percent Mastery

CHECK THE CATEGORY THAT APPLIES

Entire Grade Level

_____ Disaggregation Category: (If disaggregated data is used then circle the applicable group)

S.E.S. L.E.P. Spec.Ed Gender Ethnicity Top Quartile Bottom Quartile

 (Describe the group being disaggregated [examples SES – Free and reduced lunch students])

Name of Assessment/ Subtest	GRADE	Pre-test Year (Labeled “Comparison Group” in NCA software”), score attained and type of score report	Interval years (generally left out of the final documentation but these are useful for the school in observing trends), score attained and type of score report				Post-test Year (Labeled “Your Group” in the NCA software), Score attained and type of score report		
			Year Spring 2011	Spring 2012	Spring 2013				
ISTEP+ Reading Comprehension	3								
		Type: Percent Mastery (ASAP Website)	Nonfiction on Text	Literary Text	Nonfiction Text	Literary Text	Nonfiction Text	Literary Text	
ISTEP+ Reading Comprehension	4								
		Type: Percent Mastery (ASAP Website)	Nonfiction on Text	Literary Text	Nonfiction Text	Literary Text	Nonfiction Text	Literary Text	
ISTEP+ Reading Comprehension	5								
		Type Percent Mastery (ASAP Website)	Nonfiction on Text	Literary Text	Nonfiction Text	Literary Text	Nonfiction Text	Literary Text	

2011-2014 ASSESSMENT MATRIX

SCHOOL Memorial Elementary

GOAL All Students will show growth in the area of reading comprehension across the curriculum.

ISTEP+ Percent Mastery

CHECK THE CATEGORY THAT APPLIES

Entire Grade Level

_____ Disaggregation Category: (If disaggregated data is used then circle the applicable group)

S.E.S. L.E.P. Spec.Ed Gender Ethnicity Top Quartile Bottom Quartile

 (Describe the group being disaggregated [examples SES – Free and reduced lunch students])

Name of Assessment/ Subtest	GRADE	Pre-test Year (Labeled “Comparison Group” in NCA software), score attained and type of score report	Interval years (generally left out of the final documentation but these are useful for the school in observing trends),			Post-test Year (Labeled “Your Group” in the NCA software), Score attained and type of score report		
			score attained and type of score report					
ISTEP + Reading Vocabulary	3	Year Spring 2011	Spring 2012	Spring 2013	Spring 2014			
		Type: Percent Mastery (ASAP Website)						
ISTEP + Reading Vocabulary	4	Year Spring 2011	Spring 2012	Spring 2013	Spring 2014			
		Type: Percent Mastery (ASAP Website)						
ISTEP + Reading Vocabulary	5	Year Spring 2011	Spring 2012	Spring 2013	Spring 2014			
		Type: Percent Mastery (ASAP Website)						

2011-2014 ASSESSMENT MATRIX

SCHOOL Memorial Elementary

GOAL All Students will show growth in the area of reading comprehension across the curriculum.

CLASSROOM APPLIED

SKILLS SCORES

CHECK THE CATEGORY THAT APPLIES

Entire Grade Level

Disaggregation Category: (If disaggregated data is used then circle the applicable group)

S.E.S. L.E.P. Spec.Ed Gender Ethnicity Top Quartile Bottom Quartile
 (Describe the group being disaggregated [examples SES – Free and reduced lunch students])

Name of Assessment/ Subtest	GRADE	Pre-test Year (Labeled "Comparison Group" in NCA software"), score attained and type of score report	Interval years (generally left out of the final documentation but these are useful for the school in observing trends), score attained and type of score report			Post-test Year (Labeled "Your Group" in the NCA software), Score attained and type of score report	Statistical Engine Used (NCE, Percent Correct, Percentile Rank, Raw Score, Rubrics)	Change in Standard Units (SU) Pre-Post
			Year	Score:	Gain			
STAR Reading	1	Year January 2011	January 2012	January 2013	January 2014	Levels of Attainment with Means		
		Score:	Score:	Score:				
		Type: Scale Score	Gain -					
STAR Reading	2	Year January 2011	January 2012	January 2013	January 2014	Levels of Attainment with Means		
		Score:	Score:	Score:				
		Type: Scale Score	Gain 0.0					
STAR Reading	3	Year January 2011	January 2012	January 2013	January 2014	Levels of Attainment with Means		
		Score:	Score:					
		Type: Scale Score	Gain					
STAR Reading	4	Year January 2011	January 2012	January 2013	January 2014	Levels of Attainment with Means		
		Score:	Score:					
		Type: Scale Score	Gain					
STAR Reading	5	Year January 2011	January 2012	January 2013	January 2014	Levels of Attainment with Means		
		Score: N/A	Score:					
		Type: Scale Score						

2011-2014 ASSESSMENT MATRIX

SCHOOL Memorial Elementary

GOAL All Students will show growth in the area of reading comprehension across the curriculum.

CLASSROOM

APPLIED CHECK THE CATEGORY THAT APPLIES

Entire Grade Level _____ Disaggregation Category: (If disaggregated data is used then circle the applicable group)

S.E.S. L.E.P. Spec.Ed Gender Ethnicity Top Quartile Bottom Quartile

(Describe the group being disaggregated [examples SES – Free and reduced lunch students])

Name of Assessment/ Subtest	GRADE	Pre-test Year (Labeled “Comparison Group” in NCA software”), score attained and type of score report	Interval years (generally left out of the final documentation but these are useful for the school in observing trends), score attained and type of score report	Post-test Year (Labeled “Your Group” in the NCA software), Score attained and type of score report	Statistical Engine Used (NCE, Percent Correct, Percentile Rank, Raw Score, Rubrics)	Change in Standar d Units (SU) Pre-Post
NWEA	K	Year January 2012	January 2013	January 2014	Levels of Attainment with Means	
		Score				
		Type: Mean				
NWEA	1	Year January 2012	January 2013	January 2014	Levels of Attainment with Means	
		Score				
		Type: Mean				
NWEA	2	Year January 2012	January 2013	January 2014	Levels of Attainment with Means	
		Score				
		Type: Mean				
ACUITY	3	Year January 2012	January 2013	January 2014	Levels of Attainment with Means	
		Score				
		Type: Mean				
ACUITY	4	Year January 2012	January 2013	January 2014	Levels of Attainment with Means	
		Score				
		Type: Mean				
ACUITY	5	Year January 2012	January 2013	January 2014	Levels of Attainment with Means	
		Score				
		Type: Mean				

II. SCHOOL ACTION PLAN

GOAL STATEMENT

Improving reading comprehension for all students is the school improvement goal for Memorial Elementary. This decision was made after analyzing the ISTEP+ scores, staff surveys and parent surveys. Teachers will use vocabulary interventions and the concept of improving students' visual imagery to improve reading comprehension.

A. School Improvement Plan

On the following two pages, the "School Improvement Plan" provides a graphic representation of the school goals over the next three years. Within this plan you will find:

- The goal statement
- The support data which will be used
- The standardized assessment measure to be used
- The local assessments to be used
- The interventions
- The activities
- The person(s) responsible
- The timeline
- The resources
- The classroom monitoring system

B. Results Based Staff Development Plan

The "Results Based Staff Development Plan" follows the School Improvement Plan. These charts indicate the training the staff will receive to assist in carrying out the goals set by the staff of Memorial Elementary School. Within the graphic representation provides the following information:

- Staff Development outcome
- Teacher indicators
- Target area goals
- Staff development steps
- Implementation activities
- Documentation of each step
- Person(s) responsible
- Date(s)

C. RESULTS BASED STAFF DEVELOPMENT PLAN

PROFESSIONAL DEVELOPMENT

The "Results Based Staff Development Plan" on page 16 follows the School Improvement Plan. These charts indicate the training the staff will receive to assist in carrying out the goals set by the staff of Memorial Elementary School. Within the graphic representation provides the following information:

- Staff Development outcome
- Teacher indicators
- Target area goals

- Staff development steps
- Implementation activities
- Documentation of each step
- Person(s) responsible
- Date(s)

Memorial Elementary School Improvement Plan

GOAL: All students will show growth in the area of reading comprehension across the curriculum.

SUPPORT DATA:

ISTEP+
NWEA
Acuity
STAR Reading

STANDARDIZED ASSESSMENTS:

ISTEP+ (Grades 3-6)
STAR Reading
NWEA (Grades K-2)
Acuity (Grades 3-5)

LOCAL ASSESSMENTS:

INTERVENTION 1: All students will improve reading comprehension.

ACTIVITIES	PERSON (S) RESPONSIBLE	TIMELINE		RESOURCES	CLASSROOM LEVEL MONITORING SYSTEM
		BEGIN	END		
1. Selected low performing students will participate in the Read Naturally or Study Island software programs.	Reading Teacher Teachers Aides Tutors	9/11	6/14	Read Naturally & Study Island Software	Monitor progress through the program data
2. Students will read books at their reading level and then take Accelerated Reader comprehension and vocabulary quizzes (Grades K-1, as appropriate).	Teachers	9/11	6/14	AR Comprehension and Vocabulary Quizzes	Accelerated Reading Reports
3. Students will be given independent reading time (Read to Self, SSR, DEAR) multiple times per week.	Teachers	9/11	6/14	Library and classroom books	Classroom Management Systems: Accelerated Reading Reports, student reading logs, work station rotations, etc.
4. Selected teachers will attend Kristina Smekens's Workshops and share strategies with colleagues. All teachers will participate in multiple training sessions with a local reading coach.	Teachers	9/11	6/14	Kristina Smekens Phyllis Bauer	Collaboration Discussions
5. Teachers will implement classroom management systems during the 90 minute reading block such as: Daily 5 and Literacy Workstations (Debbie Diller or Kristina Smekens)	Teacher	9/11	6/14	Daily 5, Literacy Workstations Kristina Smekens training	Classroom management boards, student checklists

9/15/11

<p>6. Teachers may utilize Reading A-Z website for benchmark assessments for leveling their students and/or downloading leveled readers, graphic organizers, and other comprehension materials</p>	<p>Teachers</p>	<p>9/11</p>	<p>6/14</p>	<p>Reading A-Z</p>	<p>Lesson Plans</p>
<p>7. Selected low performing students will be given additional explicit reading instruction in small groups with RtI or FROG</p>	<p>FROG Teacher Teachers Aides Tutors Parent Volunteers</p>	<p>9/11</p>	<p>6/14</p>	<p>Triumphs, Explicit instruction in deficit area(s)</p>	<p>RtI documentation, FROG roster, lesson plans</p>
<p>8. Teachers will vertically articulate specific reading comprehension strategies</p>	<p>Teachers</p>	<p>10/12</p>	<p>6/14</p>	<p>Reading Comprehension Strategies</p>	<p>Collaboration discussions during Late Start Wednesdays, Reading Committee discussions</p>