

North White Elementary School



School Improvement Action Plan
2017-2018

NWES School Improvement Action Plan

School: North White Elementary School

Component: English/Language Arts

Year: 2017-2018

Goal: Through effective curricular and instructional focus, North White Elementary students will demonstrate at least a seven percent (7%) increase on English/Language Arts ISTEP+ performance from 2017 to 2018.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
<p>1) Ensure effective instruction for all learners.</p> <p>-Instructional Framework: effective implementation to support North White Elementary Reading Plan</p> <p>-Implement a system of feedback and goal setting for individual students.</p> <p>-Develop background knowledge for all students.</p> <p>-Teachers will activate higher level thinking skills through use of Webb’s Depth of Knowledge questioning with a focus on levels 3 & 4.</p> <p>-Integrate advanced technology into curricular/instructional delivery for all students.</p> <ul style="list-style-type: none"> • Digital Collaboration • 1:1 iPads and/or Chromebooks • Google Classroom/Suite/Apps • Skills: keyboarding, computer functions, processes, output, etc. <p>-WIDA standards are implemented for EL Learners.</p>	<p>-All Staff</p> <p>-Administration</p> <p>-Curriculum Team</p> <p>-Instructional Coach</p>	<p>-See Professional Development Schedule</p>	<p>-North White SC Curriculum Reconstruction: Development and Alignment</p> <p>-STAR Assessments</p> <p>-IREAD-3</p> <p>-Acuity/Engrade</p> <p>-Running Records</p> <p>-F & P Assessment Kits</p> <p>-Leveled Literacy Intervention (LLI) for Special Education students and Title I students</p> <p>-Instructional Framework: effective implementation to support North White Elementary Reading Plan</p> <p>-Daily Language Review</p>	<p>-Curriculum Team</p> <p>-Instructional Coach</p> <p>-See Professional Development Schedule</p>	<p>-Corporation Responsible</p> <p>-Grant Funding</p>

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<p>2) Integrate curricular maps into a guaranteed and viable curricular/instructional delivery model.</p> <ul style="list-style-type: none"> ● Teachers will use <u>Understanding by Design</u> by McTighe and Wiggins as a foundation for new curricular format. ● Fountas & Pinnell Guided Reading ● Structured Writer’s Workshop utilizing the Lucy Calkins Model 	<p>-All Staff -Administration -Curriculum Team -Instructional Coach</p>	<p>-See Professional Development Schedule</p>	<p>-North White SC Curriculum Map Reconstruction: Development and Alignment -Guided Reading -Running Records -F & P Assessment Kits -Instructional Framework: effective implementation to support North White Elementary Reading Plan -Daily Language Review</p>	<p>-Curriculum Team -Grade Level & Building Level Collaboration -Instructional Coach</p>	<p>-Corporation Responsible -Grant Funding</p>
<p>3) Utilize North White SC Technology to develop K-12 technology curriculum.</p>	<p>-Technology Coach -Curriculum Team -Instructional Coach -School Improvement Assistant</p>	<p>-See Professional Development Schedule</p>	<p>-North White SC Curriculum Map Reconstruction: Development and Alignment</p>	<p>-Curriculum Team -Grade Level & Building Level Collaboration -Instructional Coach</p>	<p>- Corporation Responsible -Grant Funding -Online academic subscriptions</p>

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<p>4) The use of Indiana Academic College and Career Readiness Standards will be reflected in daily instruction.</p> <p>-Teachers will implement standards-driven lessons through the North White School Corporation Curricular Mapping Guide.</p> <p>-Teachers will activate higher level thinking skills through use of Webb’s Depth of Knowledge questioning.</p>	<p>-Administration -Teachers -Curriculum Team -Instructional Coach</p>	<p>-Ongoing -Designated dates</p>	<p>- Reconstructed Curriculum Guide for each grade level -STAR Assessments -I-READ-3 -Acuity/Engrade -F & P Assessment Kits - Leveled Literacy Intervention (LLI) for Special Education students and Title I students -Daily Language Review</p>	<p>-Curriculum Team -Grade level collaboration -Instructional Coach</p>	<p>-Professional Development Grant Funding</p>
<p>5) A structured, supplemental, and systematic Accelerated Reader program will be utilized in all classrooms for supporting the growth and development of independent student reading skills.</p>	<p>-Administration -Teachers -Instructional Assistants -Students -Facilitators -Instructional Coach</p>	<p>-Daily</p>	<p>-Accelerated Reader card -Renaissance Place reports -Incentives -Viking Room (data room)</p>	<p>-Collaboration</p>	<p>-Subscription to Renaissance Place program -Donations for Accelerated Reader books</p>

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<p>6) Continued collaboration time -Modify the school schedule to allow for collaboration time for teachers.</p> <ul style="list-style-type: none"> ● Student Support Team (RtI) ● Wednesday Early Release Schedule ● Grade Level Meetings/ Shared Planning Time ● Weekly Data Meetings 	-Principal -School Counselor -Special Education Teacher -Classroom Teachers -Reading Specialist/Title Teacher -Curriculum Team/School Improvement -Instructional Coach -School Improvement Assistant	-Building Level Calendar -Professional Development Schedule	-Teacher Professional Binders -Professional Development Participation Logs -Data Logs -Assessment Data -Daily Language Review Common Formative Assessments and Instructional Pacing Across grade levels	-None	-None

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<p>7) All staff will participate in ongoing professional development to enhance knowledge and teaching strategies to increase student achievement.</p> <ul style="list-style-type: none"> ● WIDA training ● WVEC training ● Instructional Assistant professional development ● ELL Learners – professional development Purdue English Learners Dept. ● Implementation of literacy programs: Guided Reading, Running Records, F & P Assessment Kits, Leveled Literacy Intervention ● Partnership with Purdue University and the Center for Instructional Education and Research (CLEAR) to assess our literacy programming and ELL learners ● Weekly curriculum and data meetings 	<p>-Principal -All instructional staff -Instructional Coach -School Improvement Assistant</p>	<p>-Ongoing</p>	<p>-Teacher Professional Binders -Professional Development Participation Logs -PGP Documents -Data Logs -Assessment Data -Running Records -Daily Language Review</p>	<p>-Ongoing</p>	<p>-Professional Development Funding</p>

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<p>8) Each student will chart individual progress as achieved through Accelerated Reader quizzes. -Students must successfully read in their ZPD zone and quiz at an 85% or better.</p>	-Administration -Teachers -Instructional Assistants -Students -Instructional Coach	-Daily - Weekly/Monthly monitoring	-Accelerated Reader Cards -Student Renaissance Reports -Teacher Data Binders -Incentives	-Teacher/Staff collaboration	-Subscription to Renaissance Place program -Community donations for books, incentives
<p>9) All students will be assessed quarterly through the STAR Assessments and Acuity/Engrade/Engrade to measure Reading progress. - Measuring progress to ensure students are reaching grade level or above. -Progress monitoring will assess students in Tier 2/Tier 3 intervention as prescribed.</p>	-Administration -Teachers -Instructional Coach -Technology Engineer -Technology Coach	-August baseline -K-2: each month -3-5: each semester -Progress Monitoring as needed	-Student Reports on Renaissance Place -School-wide data room -Classroom Charts - Leveled Literacy Intervention (LLI) for Special Education and Title I students -Teacher Data Binders -Acuity/Engrade	-Staff collaboration on computer technology and software program	-STAR Reading and STAR Early Instructional program -Acuity/Engrade
<p>10) All students will be assessed using Running Records, F & P Assessment Kits, and Daily Language and Math common formative assessments to measure reading progress and direct reading instruction. -Running records and F & P Assessment Kits will help drive instruction and assist in creating flexible Guided Reading groups.</p>	-Administration -Teachers -Instructional Coach	-weekly/monthly monitoring	-Viking Room (school-wide data room) -classroom charts -Teacher Data Binders -Acuity/Engrade/ -Star Reports	-teacher/staff collaboration	-STAR Reading and STAR Early Instructional program Acuity/Engrade -online academic subscriptions

NWES School Improvement Action Plan

School: North White Elementary School

Component: Mathematics

Year: 2017-2018

Goal: Through effective curricular and instructional focus, North White Elementary students will demonstrate at least a seven percent (7%) increase on Math ISTEP+ performance from 2017 to 2018.

Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
<p>1) Ensure effective instruction for all learners.</p> <p>-Implement a system of feedback for individual students. -Develop background knowledge for all students. -Teachers will activate higher level thinking requirements through use of Webb’s Depth of Knowledge questioning with a focus on levels 3 & 4. -Integrate advanced technology into curricular/instructional delivery for all students.</p> <ul style="list-style-type: none"> • Digital Collaboration • 1:1 iPads and/or Chromebooks • Google Classroom/Suite/Apps • Skills: keyboarding, computer functions, processes, output, etc. <p>-WIDA standards are implemented for EL Learners.</p>	<p>-All Staff -Administration -Curriculum Team -Instructional Coach</p>	<p>-See Professional Development Schedule</p>	<p>-North White SC Curriculum Reconstruction: Development and Alignment -STAR assessments -Acuity/Engrade -Go Math! assessments -Heinemann Math In Practice -Daily Math Review</p>	<p>-Curriculum Team -Grade Level & Building Level Collaboration</p>	<p>-Corporation Responsible -Grant Funding</p>

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
<p>2) Integrate curricular maps into a guaranteed and viable curricular/instructional delivery model.</p> <ul style="list-style-type: none"> ● Teachers will use <u>Understanding by Design</u> by McTighe and Wiggins as a foundation for new curricular format. ● Go Math! ● Heinemann Math in Practice 	<p>-All Staff -Administration -Curriculum Team -Instructional Coach</p>	<p>-See Professional Development Schedule</p>	<p>-North White SC Curriculum Map Reconstruction: Development and Alignment -Pre/Post tests -Go Math! assessments -Heinemann Math in Practice</p>	<p>-Curriculum Team -Grade Level & Building Level Collaboration</p>	<p>-Corporation Responsible -Grant Funding</p>
<p>3) Utilize North White SC Technology Council to develop K-12 technology curriculum. - Technology Coach will aid teachers in implementing/integrating technology into classrooms.</p>	<p>-Technology Council -Technology Coach -Curriculum Team -Instructional Coach -School Improvement Assistant</p>	<p>-See Professional Development Schedule</p>	<p>-North White SC Curriculum Map Reconstruction: Development and Alignment</p>	<p>-Curriculum Team -Grade Level & Building Level Collaboration</p>	<p>- Corporation Responsible -Grant Funding -Online academic subscriptions</p>

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
<p>4) The use of Indiana Academic College and Career Readiness Standards will be reflected in daily instruction.</p> <p>-Teachers will implement standards-driven lessons through the North White School Corporation Curricular Mapping Guide.</p> <p>-Teachers will activate higher level thinking requirements through use of Webb’s Depth of Knowledge questioning with a distinct focus on levels 3 & 4.</p>	<ul style="list-style-type: none"> -Administration -Teachers -Curriculum Team -Instructional Coach 	<ul style="list-style-type: none"> -Ongoing -Designated dates 	<ul style="list-style-type: none"> - Reconstructed Curriculum Guide for each grade level -STAR Assessments -Acuity/Engrade -Daily Math Review -Pre/Post tests -Go Math! assessments -Heinemann Math in Practice 	<ul style="list-style-type: none"> -Curriculum Team -Grade level collaboration 	<ul style="list-style-type: none"> -Professional Development Grant Funding

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
<p>6) Continued collaboration time -Modify the school schedule to allow for collaboration time for teachers.</p> <ul style="list-style-type: none"> ● Student Support Team (RtI) ● Wednesday Early Release Schedule ● Grade Level Meetings/ Shared Planning Time ● Weekly data meetings 	-Principal -School Improvement Assistant -School Counselor -Special Education Teacher -Classroom Teachers -Reading Specialist/Title Teacher -Instructional Coach	-Building Level Calendar - Professional Development Schedule	-Professional Development Participation Logs -Teacher Data Binders -Data Logs -Assessment Data Daily Math Review -Common Formative Assessments and Instructional Pacing across the grade level	-None	-Corporation provided teacher collaboration time (early release)

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<p>7) All staff will participate in ongoing professional development to enhance knowledge and teaching strategies to benefit student achievement.</p> <ul style="list-style-type: none"> ● WIDA training ● WVEC training ● ASCD will be researched for use ● Instructional Assistant professional development ● ELL Learners – professional development with Purdue English Learners Dept. ● Go Math! Training ● Heinemann Math in Practice ● Weekly curriculum and data meetings ● Writer’s Workshop Training (Lucy Calkins) 	<p>-Administration -All instructional staff -Instructional Coach</p>	<p>-Ongoing</p>	<p>-Professional Development Participation Logs -PGP Documents -Daily Math Review</p>	<p>-Ongoing</p>	<p>-Professional Development Funding</p>
<p>8) All students will be assessed quarterly through the STAR Assessments and Acuity/Engrade (3rd) to measure Math progress.</p> <p>- Measuring progress to ensure students are reaching grade level or above. -Progress monitoring will assess students in Tier 2/Tier 3 intervention as prescribed.</p>	<p>-Administration -Teachers -Instructional Coach</p>	<p>-August baseline -K-2: each month -3-5: each semester</p>	<p>-Student Reports on Renaissance Place -Classroom Charts -Teacher Data Binders -Acuity/Engrade -Pre/Post tests -Go Math! assessments -Viking Room (school-wide data room)</p>	<p>-Staff collaboration on computer technology and software program</p>	<p>-STAR Math Acuity/Engrade Go Math! assessments</p>

School: North White Elementary School

Component: School Climate

Year: 2017-2018

Goal: To sustain a learning environment which values all members of the school family and promotes high student achievement, measured by a seven percent (7%) growth with ISTEP+ groups for 2017-2018.

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
<p>1) Recognize students as “Student of the Month” for the North White Corporation and in the local newspapers for their accomplishments in the classroom.</p> <ul style="list-style-type: none"> -Staff nominations -“Student of the Month” photos taken and given to <i>Herald Journal</i> and <i>News and Review</i> newspapers. -Recognition plaque given to recipient for their accomplishments and efforts. 	<ul style="list-style-type: none"> -Teachers -Secretary -Principal -School Improvement Assistant -Technology Coach -Instructional Coach 	-Monthly	<ul style="list-style-type: none"> -Roster of Nominees -NWP Newsletter -North White School Board Meeting Minutes -Local newspapers -NWSC Website -Social Media Announcements 	-None	<ul style="list-style-type: none"> -District Funding -School Board recognition of students
<p>2) Maintain consistent building procedures and language with the implementation of PBIS.</p> <ul style="list-style-type: none"> -Lifeskills -Lifelong Guidelines -School-wide Procedures: Ex. Hallway, restroom, cafeteria, playground -Behavioral management classroom procedures that focuses on positive reinforcements 	<ul style="list-style-type: none"> -All Staff -Administration -Secretary -Teachers -Instructional Assistants -Custodians -Bus drivers -Cafeteria workers -Students -Instructional Coach 	-Ongoing	<ul style="list-style-type: none"> -Classroom Discipline Log -Teacher Data Binders -Student Support Team (RtI) -Office Referral Log -STARbuck drawings and rewards (PBIS) 	-School-wide Collaboration	<ul style="list-style-type: none"> -Grant funding -Donations -Fundraisers

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
3) Student recognition for progress in achieving goals.	-School Improvement Assistant -Teachers/ Staff -Students -Instructional Coach	-Ongoing	-Accelerated Reader Incentives -Classroom positive reinforcement -Awards Programs -STARbucks/PBIS	-School-wide Collaboration	-Community donations -Student Funds
4) Establish enrichment programs for students outside of the normal school day. <ul style="list-style-type: none"> Ex: Vikings Club, Viking Buddies, Migrant Tutoring Program, Elementary Chorus, Math Club, Spelling Club, Science Club, Student Council, Lego Club, Chess Club, Art Club 	-School Improvement Assistant -Teachers/ Staff -Students -Wabash Valley Education Center -Instructional Coach -coaches/sponsors	-Ongoing	-Program Descriptions -Attendance Records -club rosters	-None	-Community donations -Student Funds -Wabash Valley Education Center
5) Ongoing communication with parents through personal contact, written communication and electronic means. -Utilize our EL staff members to help with ongoing translation for our diverse population.	-Administration -Teachers -Students -Instructional Coach	-Weekly	-Teacher Logs -Administrative Logs -Newsletters -STI Parent Portal -Teacher Data Binders	-School-wide Collaboration	-None

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Strategies/Activities	Person(s) Responsible	Due Dates	Indicator of Attainment/Impact	Professional Development Required	Resources
<p>6) School wide staff will strive to build personal and positive relationships with students to nurture and promote growth of positive core values in all areas of development including social, emotional, and academic.</p>	<ul style="list-style-type: none"> -All Staff -Principal -School Improvement Assistant -Secretary -Teachers -Instructional Assistants -Custodian -Bus drivers -Cafeteria workers -Instructional Coach 	<p>-Ongoing</p>	<ul style="list-style-type: none"> -Classroom positive Reinforcement -Awards Programs -Classroom student recognition -PBIS -STARbucks 	<p>-None</p>	<ul style="list-style-type: none"> -Community donations -Student Funds -Monon Food Pantry
<p>7) Continue to support and promote positive and productive relationships among all staff members.</p>	<ul style="list-style-type: none"> -All Staff -Principal -School Improvement Assistant -Secretary -Teachers -Instructional Assistants -Custodian -Bus drivers -Cafeteria workers -Instructional Coach 	<p>-Ongoing</p>	<ul style="list-style-type: none"> -Martha Memorial recognition for staff -Social Committee Calendar 	<p>-None</p>	<p>-Donations</p>

North White Elementary School

Professional Development Initiatives 2017-2018 (non-inclusive)

- Professional development initiatives have been enhanced through the addition of a full time Instructional Coach in the building
- Weekly data meetings—all grade levels, every week
- Continuous collaboration/data analysis and posting of data (including, but not limited to):
 - STAR Early Literacy Assessment
 - STAR Reading Assessment
 - STAR Math Assessment
 - Acuity/Engrade Assessment for ELA/MATH
 - Running Records
 - ISTEP+
 - IREAD-3
 - Common Formative Assessments
- Reconstruction of English/Language Arts and Math curriculum, K-5: Understanding by Design (McTighe and Wiggins)
- Analysis and evaluation of the North White School Corporation Elementary Literacy Program and ongoing training with Purdue CLEAR.
- Ongoing professional development for English Language Learners: Purdue University
- Ongoing professional development and support for all components of guided reading (Fountas & Pinnell) implementation in K-5 classrooms
- Ongoing professional development and support for school-wide writing (Lucy Calkins) implementation in K-5 classrooms
- Ongoing training and support for Go Math! and Heinemann's Math in Practice implementation in K-5 classrooms
- Technology development and best practice implementation for 1:1 computing for all K-5 students
- Continual work towards best teaching practice, including Depth of Knowledge, advanced skill development processing, etc. specifically focused on English/Language Arts and Math

North White School Corporation
Balanced Literacy Framework
K-5

- **Fluency**
- **Guided Reading ~ small group instruction**
 - Comprehension*
 - Questioning*
 - Making Connections*
- **Word Work**
 - Phonics*
 - Spelling*
 - Vocabulary*

- **Independent Reading**
 - Classroom libraries*
- **Read Alouds**
 - Comprehension*
- **Writing**
 - Conventions*
 - Mechanics*
 - Writer's Workshop*
 - Process writing*

Fluency

Reading fluency is defined as the ability to read quickly, accurately, and with expression. When students read fluently, they are able to pay more attention to comprehending the reading selection because they focus less attention on word recognition and decoding.

During fluency instruction, students are provided with a model of a fluent reading that emphasizes expressiveness, accuracy, and appropriate reading rate. Following an initial introduction to the reading selection, students repeatedly practice oral and/or silent reading of the text. Fluency instruction is most effective in improving comprehension when students have multiple opportunities to practice a familiar text.

<p>The teacher will:</p> <ul style="list-style-type: none"> ● Discuss characteristics of a fluent reader ● Model fluent oral reading by demonstrating reading using punctuation, phrasing, and intonation ● Have students participate in fluent reading of a selection ● Provide students with opportunities to independently practice fluent reading with familiar text 	<p>The student will:</p> <ul style="list-style-type: none"> ● Think about the text and connect it to prior experience ● Read in a fluent and expressive manner at an appropriate rate and pace while using punctuation ● Activate and use prior knowledge to anticipate words, phrases, and meaning while reading ● Monitor his/her expressiveness while making adjustments to phrasing and pacing during reading ● Practice reading fluently
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Guided Reading: Small Group Instruction with Instructional Text

Guided Reading is a strategy designed to meet the instructional needs of all students by providing scaffolding through small group differentiated instruction. The groups are flexible and allow students reading at the instructional level of the student to receive instruction appropriate to their needs.

The procedure begins with an introduction to the selected text to support students as they are reading. In small groups, students read the same selection. Following the small group reading, the teacher and students explore the meaning of the text and revisit the text to make connections, search for information, and find evidence. Oral reading should be used selectively to emphasize a particular passage and teach strategies as the need arises.

<p>The teacher will:</p> <ul style="list-style-type: none"> ● Select texts at the students' instructional level ● Introduce with text, keeping in mind individual student's needs and abilities ● Interact with students to observe strategy use, and difficulties with problem-solving ● Return to the text for one or two teaching opportunities to demonstrate how a reader constructs meaning from the text, makes personal connections with text, and goes beyond the text ● Assess students' understanding of what they have read 	<p>The student will:</p> <ul style="list-style-type: none"> ● Engage in pre-reading conversation about text ● Notice the language and the visual features of the text ● Read a text or part of a text silently or quietly ● Request problem-solving help when needed ● Check predictions and react personally to the text ● Revisit the text at points of problem-solving as guided by the teacher ● Engage in activities that involve extending understanding and collaborative discussion
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Word Work

Skilled word learners use context and their knowledge of word parts to deal effectively with new words. Independent word learning is enhanced when these techniques are taught as strategies by modeling and coaching to demonstrate how the knowledge of context and word parts (structural analysis) can be used to determine the meanings of unfamiliar words encountered while reading. Word work includes interactive experience with comparing words and semantic and syntactic categorization of words.

<p>The teacher will:</p> <ul style="list-style-type: none"> ● Provide students with explicit instruction of words to discover patterns and rules of the English language ● Provide opportunities for students to use learned words orally and in writing ● Provide explicit instruction using mapping, webbing, and other graphic organizers to show word relationships ● Provide an environment that promotes understanding of differences and connections between spelling and vocabulary ● Monitor students' progress and provide support ● Provide ongoing assessments appropriate to the students' instructional goals/needs ● Model strategies that will enable students to identify and learn new words 	<p>The student will:</p> <ul style="list-style-type: none"> ● Actively listen and participate ● Practice and apply strategies across content areas ● Use maps, webs, and other graphic organizers to show word relationships ● Integrate knowledge of vocabulary in reading and oral and written communication
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Independent Reading

Independent reading is an instructional practice in which the teacher supports students as they silently read the text. The teacher models supports and encourages the development of strategies before, during, and after independent reading. The teacher confers with students to independently guide students on specific, individual strategies.

<p>The teacher will:</p> <ul style="list-style-type: none"> ● Give students opportunities to read silently at their instructional level ● Engage students in meaningful reading and writing activities ● Observe and monitor students’ reading behaviors and check for comprehension ● Individually encourage students to use self-monitoring strategies ● Read and discuss a range of selections including both narrative and informational 	<p>The student will:</p> <ul style="list-style-type: none"> ● Actively read and respond to text ● Participate in sharing and comprehension building activities
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Read Alouds

In the read aloud strategy, a teacher sets aside time to read orally to students on a consistent basis. The selections should be above students' independent reading level and at their listening level. Read aloud allows the teacher to model fluent and expressive reading, to think aloud, and to provide interactions with a variety of texts. Teachers should increase the length and complexity of narrative and expository text over time. The teacher confers with students to model and to guide students to independently practice specific, individual strategies.

The teacher will:

- Pre-read a selection thoroughly to become familiar with the content and structure prior to the lesson
- Locate and plan meaningful places in the selection during reading for discussion, prediction, and making connections to other texts or related personal experiences
- Read a variety of selections, including narrative and informational texts
- Model fluent and expressive reading
- Model engaged reading by thinking aloud, making connections, and using comprehension strategies
- Create a literacy-rich environment that encourages an appreciation for reading
- Provide opportunities for collaborative conversation and written response to the selection
- Ask and model responding to Depth of Knowledge 2-4 questions utilizing “think aloud” strategies to model processing for students

The student will:

- Listen actively with purpose as the teacher reads aloud and models fluency
- Engage in collaborative conversations with peers
- Retell content from text and demonstrate recall of main ideas and details
- Respond by making connections, summarizing, and inferring through discussion or writing

Writing

For children, the skill of learning to write can initially be taught through leading students in the writing process. Emergent writers need guidance in writing for a purpose. Initially, students are exposed to three types of writing: narrative, expository, and persuasive. Teachers can facilitate students’ understanding of these types by showing examples and leading a discussion focusing on their characteristics. Teachers will utilize, with fidelity, a daily writer’s workshop modeled through Lucy Calkins that builds stamina and ability in writing. During the writing process, the students are provided with teacher feedback about both content and grammatical features. The teacher confers with students to independently guide students on specific, individual strategies.

<p>The teacher will:</p> <ul style="list-style-type: none"> ● Daily Writer’s Workshop ● Observe and assess students’ writing abilities ● Use language and action such as “think alouds” to provide explicit instruction ● Provide individual and targeted feedback to students ● Follow the Lucy Calkins model with fidelity 	<p>The student will:</p> <ul style="list-style-type: none"> ● Listen and watch as the teacher models how to brainstorm and draft ● Provide ideas for his/her own writing ● Attempt to use teacher-modeled strategies ● Learn and use the stages of the writing process to produce a document ● Build Stamina ● Build a portfolio of writing
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Math

Mathematics skills are vital to students at each grade level. Skills build upon each other within the grade level and also as a student advances through elementary school. In order to be adequately prepared to be successful in middle school, high school, and ultimately college and career ready, it is essential that math skills are gained through grade level standards but that any students who have skills not yet mastered are given intervention instruction to allow them the opportunity to pick up anything they may have missed in their math education. We will provide this through a standard math block of grade level instruction and through designated intervention times each day.

<p>The teacher will:</p> <ul style="list-style-type: none"> ● Provide grade level instruction utilizing Go!Math curriculum with fidelity. ● Employ research based instructional strategies throughout the math instruction ● Utilize Math in Practice during intervention time ● Provide differentiated math instruction to high ability students ● Utilize reinforcement programs such as Accelerated Math and IXL to provide skill practice 	<p>The student will:</p> <ul style="list-style-type: none"> ● Engage in math talk during instruction ● Work at their appropriate level and pace during practice time and intervention blocks ● Utilize strategies for problem solving including manipulatives and working backward to become independent mathematicians
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