

# IMPROVEMENT PLAN FOR: Mason Elementary School 2010-2011

DISTRICT GOAL AREA: Improve Reading Skills

SCHOOL OBJECTIVES: Students will improve word study skills

Students will improve comprehension of narrative text

Achievement gap for newly entering students will decrease

## Evidences of Need

Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective.

### MEAP TEST RESULTS 2009-2010

	Proficient	Advanced	Level 1 & 2
Grade 3	33.9%	58.9%	92.9%
Grade 4	38.1%	50%	88.1%
Grade 5	26.7%	64.4%	91.1%

### MEAP TEST RESULTS 2008-2009

	Proficient	Advanced	Level 1 & 2
Grade 3	42%	43%	85%
Grade 4	34%	52%	86%
Grade 5	42%	47%	89%

Item analysis indicates that

Grade 3 needs to focus on Narrative Text with 57.5 % proficiency

Grade 4 needs to focus on Comprehension with 52% proficiency

Grade 5 needs to focus on Informational Text with 59% proficiency

Achievement gap between newly entering student scores on MEAP's

## Evidences of Success in Improvement

Key Performance Indicators/Performance Targets that point to success at year-end review.

All students will increase their MEAP scores by 5% or more in order to achieve NCLB proficiency by 2014.

Grade 3, 4 and 5 students will improve MEAP scores by 5% in their focus strand:

Grade 3- Narrative Text

Grade 4- Comprehension

Grade 5-Informational Text

Newly entered students will make expected gain on NWEA in reading and will pass the ELA MEAP in subsequent years

There will be a 10% increase in the number of students who achieve their Growth Targets as defined by the NWEA in Reading

and NWEA	
<p>Reading Growth    Reading Proficiency as measured by NWEA:</p> <p>Grade 1    80.6%    80.6 %</p> <p>Grade 2    62.7%    82.7%</p> <p>Grade 3    48.6%    82.1%</p> <p>Grade 4    69 %    95.6 %</p> <p>Grade 5    70.5%    89.1%</p>	

Mason Elementary School

Goal: Improve Reading Skills

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators Indicators that point to success at end of a strategy
Homework Club for new students in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade	Principal, teachers	EPED for teachers	Funded by GPAE	Year long	End of year	Completed homework Improved study skills Students will achieved expected gain on NWEA
FAST Reading practices will be expanded for use in to support students in first grades as part of daily instruction	FAST Reading Teacher, classroom teachers	Training in FAST for k-2 grade teachers	Title 1 Sub costs (\$200 per day of training per teachers and FAST materials	Year long	End of year	Students will achieve expected gain on NWEA Increased % of students identified as eligible for FAST will exit the program

Teachers will be familiar with best practices in teaching reading to build strong comprehension along with and DRA training	Teachers Principal Curriculum Specialist Anne Marie MacGillis	Houghton Mifflin reading program S3QR QAR K-W-L and DRA training	\$200- registration for teachers to attend MRA or reading workshops to share materials at staff mtg.	October- June	December- June  NWEA increase in reading scores	Houghton Mifflin assessments, Fountas and Pennel Comprehension activities-student portfolios DRA/ running records Report Cards K-3
Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators Indicators that point to success at end of a strategy
Teachers will use DRA's to inform instruction	Classroom teachers, FAST reading teacher	Purchase of additional DRA Kits as needed.	Reading budget	Year long	Three times per year at end of each marking period	All students, except those with IEP's will attain expected growth on the DRA continuum.
Teachers will allocate 45 minutes daily for focused guided reading instruction using best practices; whole group, small group, individual and independent reading activities	Teachers	Houghton Mifflin Differentiated strategies Four blocks, reading Guided reading activities, leveled readers	\$1,000 for Books for grade level to supplement for struggling readers  \$250 Additional Professional Books	November- June	Posting of daily schedule   Observation of student writing lessons	Lesson Plans  Scholastic reading counts NWEA Report Cards K-3 Report Card 4-5

<p>5<sup>th</sup> Grade will continue to work on area of word study with materials purchased in prior school year; 5<sup>th</sup> grade students made excellent progress in this strand last year</p>	<p>Fifth grade teachers</p>	<p>School purchased materials District pilot of spelling and grammar resources</p>	<p>None</p>	<p>Year long</p>	<p>End of Year</p>	<p>MEAP pass rate in this area; expected growth in NWEA</p>
<p>Classroom teachers will examine curriculum focus to identify ways to renew focus on narrative text, especially at second and third grade levels</p>	<p>Classroom teachers</p>	<p>Curriculum and instructional materials</p>	<p>None</p>	<p>Year Long</p>	<p>End of Year</p>	<p>MEAP pass rate in this area, expected growth in NWEA</p>