

2014-2019 School Improvement Action Plan – Gates Elementary School

ELA (Reading & Writing)

SIP Goals, Rationale, Strategies

Reading Improvement Goal:

Gates students will show growth in English Language Arts, reaching 78% proficiency by May of 2016, as measured by Lexile bands, district formative and summative assessments, and Nebraska State Assessments. By utilizing a balanced literacy (reading/writing) framework, which is supported by research and best practices, students will reach a final goal of 85% mastery by May 2019.

Rationale and Supporting Data (3 sources used to select the goal):

Gates staff worked hard to reach the 75% proficiency by May 2015. Our results yielded mixed results. Certainly when it comes to Instructional reading levels, 81% of our students benchmarked. When it comes to MAPS and CPAA, results were 70% (3-5) and 72% (K-2). Our lowest portion of our CPAA was definitely Phonemic Awareness. This will be an area that will need to be addressed. Our NeSA Reading Scores for 3rd- 5th were strong as 90% reached proficiency. This is an increase from our previous year of 82% proficient.

District Writing benchmarks were also above the mark with 82% proficient. Our NeSA Writing scores decreased from 72% to 69% proficient. As we look at the scores closer, it appears that longer texts score higher for the state compared to exploding a moment for our building results. An important area to unravel is how to explode a moment in a way that creates a longer text.

Improvement Strategies/Interventions

Establish and communicate learning goals, track student progress, and celebrate success (targets, checks for understanding, celebrate).

Utilize strategies to help students effectively interact with new knowledge in reading and writing.

Provide opportunities in reading and writing for students to practice and deepen their understanding of new knowledge.

Embed Readers/Writers Workshop to differentiate student interactions with new knowledge, as well as to practice and deepen their understanding.

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Research

Research Supporting Strategies/Interventions

Strategy 1: Goal setting is the beginning step in establishing and communicating learning goals, track student progress, and celebrate success. Clear goals establish an initial target. Feedback provides students with information regarding their progress toward that target. Goal setting and feedback uses in tandem are probably more powerful than either one in isolation. In fact, without clear goals it might be difficult to provide effective feedback. Marzano (2007).

Good feedback contains information a student can use. That means, first, that the student has to be able to hear and understand it. A student can't hear something that's beyond his comprehension, nor can a student hear something if she's not listening or if she feels like it's useless to listen. The most useful feedback focuses on the qualities of student work or the processes or strategies used to do the work. Feedback that draws students' attention to their self-regulation strategies or their abilities as learners is potent if students hear it in a way that makes them realize they will get results by expending effort and attention.

From Educational Leadership, December 2007/January 2008, Feedback That Fits by Susan M. Brookhart: Setting Objectives and Providing Feedback is one of the nine most effective instructional strategies according to McREL meta-analysis. It supports all three stages of backward design and is integral in the formative assessment process. Effective feedback is essential in the formative assessment process.

A third critical component is the area of research on reinforcing effort and providing recognition for accomplishments. Reinforcing effort means that students see a direct link between how hard they try at a particular task and their success at that task. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, Robert J. Marzano (2007), p. 14.

Strategy 2: Over the years there have been many discussions regarding the need for students to process new information in ways that make personal sense. Under such banners as constructivism and brain research, books have discussed the need for active processing on the part of students (Berman, 2001; Brandt, 1998; Brooks & Brooks, 1999, 2001; Caine & Caine, 1991, 1997; Jensen, 2005; Sousa, 2001, Sylwester & Margulies, 1998; Wolfe, 2001). These works have provided useful insights into the nature of learning. The basic generalization has been that learners must be actively engaged in the processing of information and that the teaching and learning process involves an interaction among the teacher the students, and the content. Researchers Cobb, Yackel, and Wood (1992) describe the process in the following way: "The teaching-learning process in interactive in nature and involves the implicit and explicit negotiation of ..meanings" (p. 5). However, knowledge construction or the negotiation of meaning is not done in isolation. Indeed, a number of cognitive psychologists offer support for the position that teachers must provide guidance as to the important aspects of the new content as well as facilitate the processing of that content by students (Anderson, Greeno, Reder, & Simon, 2000; Anderson, Reder, & simon, 1995, 1996; Bruer, 1993, 1997). What is needed then is a comprehensive approach that allows for student construction of meaning while interacting with the content, the teacher, and other students. Fortunately, research and theory provide guidance as to the components of such an approach. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, Robert J. Marzano (2007), pp. 30-31.

Strategy 3: Actively processing information is the beginning point of learning. Students must have a sound foundation on which to build new awareness. New awareness is forged through repeated exposure to knowledge. Exposures involving practice and knowledge-deepening activities are the focus of helping students practice and deepen their understanding of new knowledge. The research and theory underlying this come from a variety of areas that might appear disparate on the surface. Some areas are: schema development, development of procedural knowledge, and development of declarative knowledge. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, Robert J. Marzano (2007), p. 59.

Strategy 4: The Reading and Writing Workshop work reflects some core beliefs and values. One of the most important of these is that raising the level of literacy for children is an act of social justice. John Dewey, one of the founders of Teachers College, wrote: "I believe that education is the fundamental method of social progress and reform." Educators who are part of the TC community share that belief. You'll know, therefore, that teachers' involvement with the Reading and Writing Project is working if your students become powerful readers and writers who read and write for real reasons - to advocate for themselves and others, to deepen their own and others' knowledge, to illuminate the lives they live and the world they are a part of.

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Our work aims to prepare kids for any reading and writing task they will face or set themselves, to turn them into life-long, confident readers and writers who display agency and independence in their future endeavors. That is, our aims reach beyond state testing and fulfillment of tasks for schools. We aim to strengthen a generation of readers and writers.

To achieve these goals, the Reading and Writing Project supports teachers, administrators, and school change agents with professional development, curriculum, and instructional methods. The work of the Reading and Writing Project is informed by research in all of these areas as well as the more specialized categories of literacy.

Turning children into readers through an emphasis on a high volume of high-success, high- interest reading:

TCRWP reading instruction relies on research that shows that kids need to read a lot of texts, with high comprehension, in order to move up levels of text complexity. TCRWP reading workshops are structured to allow for students to read (eyes on print) every day for 35-45 minutes in the reading workshop. Volume is vigilantly watched.

There is research evidence which suggests that volume of reading is linked to attaining higher-order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Anderson, Wilson, and Fielding (1988) researched the relationship between the amount of reading done and reading achievement. They found that the amount of time reading was the best predictor of reading achievement, including a child's growth as a reader from the second to the fifth grade. More recently, in her article, Independent Reading and School Achievement, Cullinan (2000) reviewed the research on the effects of independent reading for the purpose of informing policy makers, curriculum developers, parents, teachers, and librarians about the importance of independent reading and programs that support it. The review concludes that independent reading, defined as the reading students choose to do, supports learning and school achievement. Providing students with protected reading time is necessary in order to support their growth in reading.

In addition to providing students research-supported protected time to read, TCRWP practices are also aligned with the research base supporting the notion that students should be reading texts they can read independently, with at least 96% fluency, accuracy, and comprehension, and supporting students to move up levels of text complexity. Teachers re-assess (often with informal running records) in independent reading novels and many schools conduct more formal running records least 3-4 times a year. Teachers closely monitor both reading volume and progress up levels.

Multiple studies have found specifically that matching readers to texts supports growth in reading. For example, Ehri, Dreyer, Flugman, and Gross (2007) studied a specific tutoring program to support struggling first grade English Language Learners and after tracking the daily oral reading accuracy of the students, found that students who were tutored by a certified teacher made greater gains than students tutored by a paraprofessional and that "the reading achievement of students who received... tutoring appeared to be explained primarily by one aspect of their tutoring experience—reading texts at a high level of accuracy, between 98% and 100%" (p. 441). O'Connor, Bel, Harty, Larkin, Sackor, and Zigmond (2002) found that greater fluency growth was found with struggling sixth-grade readers when they were provided with texts they could read accurately versus when they were provided tutoring in the texts used in the classroom. "Across groups," they found, "fluency was the strongest contributor to reading comprehension" (p. 482). O'Connor et al. concluded, "Our results suggest that students with very low fluency will not improve their reading ability if they are taught with grade-level materials" (p. 483).

There is little research available, however, to support the idea of readers reading texts which are too challenging for them. In a recent article "What research says about text complexity and learning to read", Allington, McCuiston, and Billen (2014) raise specific cautions about students reading texts which are too challenging for them. The authors review research on text complexity and learning to read and come away with two major conclusions: 1.) increasing the complexity of texts as the best way to increase reading achievement (as recommended by the CCSS) lacks a base in available evidence from research and 2.) a number of research studies have shown that texts used for instruction that can be read with at least 95% accuracy produce greater gains than harder texts. The authors conclude by contending that in order for students to become proficient readers, they must read texts which match their independent reading levels.

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Indicators of Improved Learning

Norm-Referenced and Non Norm-Referenced Assessments	2014-2015 Results	2015-2016 Results	2016-2017 Results	2017-2018 Results	2018-2019 Results
NeSA Reading Scores	Baseline: 2013-2014: 3rd-89% Proficient 4th-89% Proficient 5th-69% Proficient Overall-81	Baseline: 2014-2015: 3rd-89% Proficient 4th-87% Proficient 5th-88% Proficient Overall-88%	Baseline:	Baseline:	Baseline:
	Post: 2014-2015: 3rd-89% Proficient 4th-87% Proficient 5th-88% Proficient Overall-88%	Post:	Post:	Post:	Post:
MAPS RIT Scores for Reading (3-5)	Baseline: (Fall-39%) 3rd- Fall 47% 4th-Fall 37% 5th-34%	Baseline: (Fall-58%) 3rd- Fall 62 % 4th-Fall 70 % 5th- Fall 71 %	Baseline:	Baseline:	Baseline:
	Post: (Spring-70%) 3rd-75% 4th-74% 5th-61%	Post:	Post:	Post:	Post:
Lexile Scores	Baseline: (Fall-39%) 3rd- Fall 47% 4th-Fall 37% 5th-34%	Baseline:	Baseline:	Baseline:	Baseline:
	Post: (Spring- 71%) 3rd-83% 4th-70% 5th-61%	Post:	Post:	Post:	Post:
CPAA Reading Scores (K-2)	Baseline: (Fall) K-2 Phonemic Awareness 70% Phonics/Writing 78% Reading 64% K -Listening 75% Phonemic Awareness 64% Phonics/Writing 58% Reading 58% 1st- Phonemic Aware 74% Phonics/Writing 64% Reading 70% 2nd-Phonemic Aware: 62% Phonics/Writing: 55% Reading:64%	Baseline: (Fall) K-2 Phonemic Awareness% Phonics/Writing % Reading % K -Listening % Phonemic Awareness % Phonics/Writing % Reading % 1st- Phonemic Aware % Phonics/Writing % Reading % 2nd-Phonemic Aware:% Phonics/Writing: % Reading: %	Baseline:	Baseline:	Baseline:
	Post: (Spring) K-2 Phonemic Awareness 68% Phonics/Writing 75% Reading 72% K -Listening 73% Phonemic Awareness 75% Phonics/Writing 68% Reading 72% 1st- Phonemic Aware 63% Phonics/Writing 75% Reading 69% 2nd-Phonemic Aware: 67% Phonics/Writing: 65% Reading: 84%	Post:	Post:	Post:	Post:

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Guided Reading Levels Benchmark Assessment	2013-2014: K/1/2 81% Proficient 3/4/5 75% Proficient	Baseline: 2014-2015 (81%) K-75% 1-72% 2-85% 3-93% 4-87% 5-74%	Baseline:	Baseline:	Baseline:
	Post: 2014-2015 (81%) K-75% 1-72% 2-85% 3-93% 4-87% 5-74%	Post:	Post:	Post:	Post:
District Writing DIBS (K-5)	Baseline: 2013-2014 (82%) K-61% Proficient 1-77% 2-100% 3rd-85% 4th-72% 5th-76%	Baseline: 2014-2015 (82%) K-80% Proficient 1-69% 2-100% 3rd-93% 4th-69% 5th-78%	Baseline:	Baseline:	Baseline:
	Post: 2014-2015 (82%) K-80% Proficient 1-69% 2-100% 3rd-93% 4th-69% 5th-78%	Post:	Post:	Post:	Post:
NeSA Writing Scores	Baseline: 13-14 72%	Baseline: 14-15 69%	Baseline:	Baseline:	Baseline:
	Post: 14-15 69%	Post:	Post:	Post:	Post:

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2015-2016 Implementation Plan

Overall Understanding of Becoming a Reflective Teacher					
Activities to Implement Strategy/Intervention	Person(s) Accountable	Timeline Beg	Timeline End	Resources	Outcome
<i>Becoming a Reflective Teacher</i> Marzano Teacher Training Model	Julie Martin, Jill Bernal, Whitney Martin, Sara Robinson	August 26	August 26	Training Materials	*Training Gates Staff in <i>Becoming a Reflective Teacher</i>
<i>Becoming a Reflective Teacher</i> Book Talk Design Questions: 1, 2, 3	All Staff	Fall 2014	Spring 2015	<i>Becoming a Reflective Teacher</i>	*Teachers dialoguing together about best practices *Teachers collaborating and planning together *Teachers modeling lifelong learning
Further investigate <i>Becoming a Reflective Teacher</i> during professional development and/or staff meetings. Design Questions: 1, 2, 3	All Staff	Fall 2014	Ongoing	<i>Becoming a Reflective Teacher</i> Supporting Materials and Activities	*Teachers dialoguing together about best practices *Teachers collaborating and planning together *Teachers modeling lifelong learning
Implement <i>Becoming a Reflective Teacher</i> Design Questions: 1, 2, 3 in the ELA Classroom	All Staff	Fall 2014	Ongoing	<i>Becoming a Reflective Teacher</i> Lesson Plans Marzano Administrative WalkThroughs & Dialogues	*Teachers communicating targets with scales *Students tracking Reading & Writing Progress *Teachers differentiating for student needs *Teachers celebrating student success *Students interacting with new knowledge *Students deepening their reading and writing knowledge
DQ 1: Establish and communicate learning goals, track student progress, and celebrate success (targets, checks for understanding, celebrate)					
<i>Investigate and Implement the 11 best reading practices and Pilot materials as provided by GIPS Literacy Team</i>	All Staff	Spring 2016	Ongoing	11 Best Practices in Reading Ready Gen Pilot Reading Materials	*Teachers dialoguing together about best practices *Teachers collaborating and planning together *Teachers piloting new resources
<i>Investigate how to establish and communicate learning goals (targets) in a Reading/Writing Workshop</i>	All Staff	Fall 2015	Ongoing	<i>Becoming a Reflective Teacher</i> GIPS Intranet-Learning Targets Nebraska State Standards Curricuplan	*Teachers dialoguing together about best practices *Teachers collaborating and planning together *Teachers developing appropriate targets
<i>Implement appropriate goals (targets) for learners during a Readers/Writers Workshop</i>	All Staff	Fall 2015	Ongoing	Marzano's Work GIPS Intranet-Learning Targets Nebraska State Standards	*Teachers articulate clear targets to learners *Students verbalize what they know and are able to do

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				Curricplan	*Teachers collaborating and planning together *Teachers use data to determine targets for students
<i>Investigate scales to communicate success of goals (targets) in a Reading/Writing Workshop</i>	All Staff	Spring 2016	Ongoing	GIPS Dialogues	*Teachers dialoguing together about appropriate goals (targets) *Teachers collaborating and planning together based on student need *Teachers using Curricplan to learn District ELA Standards
<i>Establish scales to use with goals (targets)</i>	???	Spring 2016	Ongoing	GIPS Dialogues	*Teachers creating scales that match appropriate goals (targets) *Teachers collaborating and planning together based on student need *Students reflecting on learning based on scales
<i>Explore ways to track growth in Reading and Writing</i>	All Staff	Fall 2015	Ongoing	Resources TBD	*Teachers dialoguing together about appropriate tracking growth *Teachers collaborating and creating Student Tracking Forms
<i>Provide opportunities for students to track growth in Reading and Writing</i>	All Staff All Students	Fall 2015	Ongoing	Created Growth Forms	*Students tracking growth in Reading and Writing
<i>Utilize Instructional Rounds</i>	All Staff	Fall 2015	Ongoing	Observational Form and Schedules	*Teachers dialoguing together about best practices *Teachers collaborating and planning together
DQ 2- Utilize strategies to help students effectively interact with new knowledge in reading and writing					
<i>Investigate how to develop schema to interact with new knowledge</i>	All Staff	Fall 2015	Ongoing	Work from Debbie Miller, Stephanie Harvey, and Lucy Calkins	*Teachers dialoguing together about developing schema *Teachers collaborating and planning ways to develop schema
<i>Implement developing schema to interact with new knowledge</i>	All Staff	Fall 2015	Ongoing	Lesson plans created that develop schema	*Students make connections to personal schema when relating to text
<i>Review Student Structured Interactions that engage students with new knowledge</i>	All Staff	Fall 2015	Ongoing	GIPS Intranet-Structured Interaction	*Teachers learning and practicing new structures to embed for effectively interacting with new knowledge
<i>Implement Student Structured Interactions to engage students with new knowledge</i>	All Staff All Students	Fall 2015	Ongoing	GIPS Intranet-Structured Interaction	*Students interact in groups about new content

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DQ 3-Provide opportunities in reading and writing for students to practice and deepen their understanding of new knowledge					
<i>Examine effective instructional reading strategies through the use of a Readers' Workshop</i>	All Staff	Fall 2015	Ongoing	Close Reading Resources The Comprehension Toolkit by Harvey & Goudvis Literature Circles Resources Inquiry Circles Harvey & Daniels	*Teachers dialoguing about best practices during Readers' Wkshp *Teachers collaborating and planning together
<i>Implement effective instructional reading strategies through the use of a Readers' Workshop</i>	All Staff All Students	Fall 2015	Ongoing	Close Reading Resources The Comprehension Toolkit by Harvey & Goudvis Literature Circles Resources Inquiry Circles Harvey & Daniels	*Teachers utilizing all components of a Readers' Workshop *Students choosing books/text of interest *Students reading and writing to answer own questions *Teachers conferring with students *Students applying strategies shared in mini lessons to books of their choice *Teachers systematically choose students to share how they became smarter
<i>Examine effective instructional writing strategies through the use of a Writers' Workshop</i>	All Staff	Fall 2015	Ongoing	Writing Workshop Fletcher & Portalupi Lucy Calkins Resources Routman and others...	*Teachers dialoguing about best practices during Writers' Wkshp *Teachers collaborating and planning together
<i>Implement effective instructional writing strategies through the use of a Writers' Workshop</i>	All Staff All Students	Fall 2015	Ongoing	Writing Workshop Fletcher & Portalupi Lucy Calkins Resources Routman and others...	* Teachers utilizing all components of a Writers' Wkshp *Students writing topics of interest and across genres *Teachers conferring with students *Students applying strategies shared in mini lessons to their writing *Teachers systematically choose students to share their writing
<i>Read Falling in Love With Close Reading as a staff book talk.</i>	Robinson	October 2014	Fe 2014	<i>Falling in Love With Close Reading</i>	*Teachers dialoguing together about best practices *Teachers collaborating and planning together *Teachers modeling lifelong learning
<i>Professional Learning on Close Reading</i>	Julie Kozisek	Fe 2014	Fe 2014	Professional Learning with Julie's Handouts	*Teachers dialoguing together about best practices *Teachers collaborating and planning together *Teachers modeling lifelong learning
<i>Implementation of Close Reading</i>	All Staff	October 2014	Ongoing	Leveled Readers Content Materials Post-it Notes	*Students interactively working with text

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			Readers' Notebooks	
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