

# School Improvement Plan 2009 - 2010

School: Mill Creek Elementary

Principal: MaryAnn Oppenrud

Date: October 2009



## Reading Targets:

88% of 3<sup>rd</sup> grade students, 92.1 % of 4<sup>th</sup> grade students, and 92 % of 5<sup>th</sup> grade students will meet standard in all strands of Reading as measured by the MSP.

**Smart Goal:** Improve student comprehension of both informational and literary text between Sept. '09 to May '10 for all students as measured by the DRA and/or MSP.

S.M.A.R.T. Processes					S.M.A.R.T. Results	
Instructional Leadership Plan (Map)		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: What are we going to do?	Schedule of Activities	People/Team Involved	Materials Needed	Budget Required	What are teachers doing?	What are students doing?
1. Continue the improvement of student reading comprehension of informational and literacy text through the balanced literacy model.	<p>Model reading strategies in the gradual release instructional format.</p> <p>Reading Specialist will share monthly reading focus and current best practices information.</p> <p>Monitor student progress and adjust instructional groupings to meet individual goals.</p> <p>Intentional instruction and modeling of purposeful talk across the balanced literacy model using informational and literary text.</p> <p><u>Continue to use of stem Questions:</u>            * use WASL stem questions during modeled teaching lessons            *code key words in questions and text.            *require students to cite text evidence in their responses.</p>	<p>Mill Creek Staff</p> <p>Reading Specialist</p> <p>Christy Clausen</p> <p>Para-educators</p> <p>Reading Cadre</p> <p>Librarian</p>	<p>Informational &amp; literary book sets</p> <p>Books to model purposeful talk located in teacher section of MCE library</p> <p>Strategy &amp; Skill Calendar</p> <p>WASL Stem Questions</p> <p>Reading information provided by Reading Specialist</p> <p>Reading A-Z Vocabulary A-Z</p>	Teacher license for Reading A-Z	<p>Utilize the reading calendar, GLE's, and student performance data to guide reading instruction using before, during, and after reading strategies for both informational and literacy texts. Scaffold the instruction and provide extended practice opportunities.</p> <p>Model the application of stem questions when responding to text by demonstrating the coding of key words in both the stem questions and in the informational text, while "thinking aloud."</p> <p>Model explicit lessons demonstrating "thinking aloud" through the application of purposeful talk. Share purposeful talk lesson plans with grade level teams.</p>	<p>Students will apply the reading strategies modeled by teachers, in both guided and independent applications, while reading a variety of informational and literary texts.</p> <p>Participate in the learning activities during comprehension strategy and skill instruction. Practice the strategies/skills during guided and independent reading.</p> <p>Identify, or mark, key words in stem questions and related information in non-fiction text to demonstrate their comprehension. Give oral and written responses that reflect understanding of the application of stem questions. Cite text evidence and/or prior knowledge connections.</p> <p>Participate in the purposeful talk lesson demonstrations. Through observations and strategy application, students will demonstrate deeper conversations about books</p>

<p>2. Determine student reading levels and implement assistance to increase students to standard. Provide targeted instruction in areas of greatest need.</p>	<p>Administer a variety of reading assessments Fall 2009 to determine reading targets for students (DRA, Baseline district assessment, sight words, CORE Phonics, timed fluency passage reading).</p> <p>Review test data, including Spring 2009 WASL, to determine student reading intervention needs.</p> <p>Train EA's and volunteers to provide reading interventions for targeted students. Pull-out interventions provided by reading specialist in flexible groupings. Ongoing assessment to monitor growth and adjust instruction.</p>	<p>Reading Specialist</p> <p>Educational Assistants</p> <p>Volunteers</p> <p>Mill Creek Staff</p>	<p>Reading test materials (DRA, IRI, IMS reports, 2009 WASL results)</p> <p>WASL stem questions</p> <p><u>Read Naturally</u> materials</p> <p>Reading A to Z Materials</p> <p>Three Minute Assessments by Rasinsky</p> <p>Sight Words Decodable books</p> <p>CORE Phonics Survey</p> <p>REWARDS Multisyllabic program</p>	<p>Money for professional development trainings (PD possibly provided through extended days rather than the budget).</p> <p>Money for paper</p> <p>Money for additional books for REWARDS Multisyllabic program</p>	<p>Reading Specialist will train EA's and volunteers.</p> <ul style="list-style-type: none"> <li>Monitor student progress, share gains/concerns, and set goals at grade level meetings.</li> <li>Provide lesson plans and instructional materials for EA's.</li> </ul> <p>Teachers will review reading data and adjust reading instruction to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>Confer with grade level teams to align reading interventions and compare reading progress.</li> <li>Analyze assessment data to inform instruction and adjust flexible instructional groups.</li> </ul>	<p><u>Targeted students will:</u></p> <p>*Participate in reading assessments.</p> <p>*Participate in reading assistance sessions.</p> <p>*Articulate reading strategies and demonstrate application.</p> <p>*Improve reading fluency and comprehension skills.</p> <p>Students will read at a level appropriate for their developmental ability.</p> <p>Students will demonstrate improved skills in the reading targets through participation in teacher guidance and instruction.</p>
<p>3. Prepare teachers and students for the successful implementation of the Good Habits, Great Readers reading adoption in 2010 – 2011 school year.</p>	<p>Share the district directed foundation materials to prepare staff for Good Habits, Great Readers implementation during staff meetings, extension of the day in-services and LID:</p> <ul style="list-style-type: none"> <li>Best Reading Practice Routines</li> <li>Seven Habits of Great Readers</li> <li>Regie Routman best reading practice information</li> <li>Daily 5/Daily 3</li> </ul> <p>Visit schools field testing the new reading program to observe and debrief with grade level teams.</p> <p>Organize and prepare new materials for use in 2010 – 2011.</p>	<p>Reading Specialist</p> <p>Principal</p> <p>Mill Creek Staff</p> <p>Christy Clausen</p> <p>MCE Reading Cadre</p>	<p>Professional development articles from: Good Habits, Great Readers by Frey, Fisher, Berkin</p> <p>Celebration Press Good Habits Great Readers Program Sampler</p> <p>Regie Routman in Residence Professional Development Notebook and videos</p> <p>The Daily Five</p>	<p>Money for purchase of texts for teachers</p> <p>Possibly some money for substitutes for teacher visitations to Good Habits, Great Readers schools.</p>	<p>Teachers attend training sessions and implement the seven habits of good readers and the Regie Routman best practices in their balanced literacy model instruction.</p> <p>Teachers develop common routines for implementing authentic literacy experiences during the balanced literacy model, such as Daily 5 and Daily 3.</p>	<p>Students will demonstrate reading growth in comprehension as a result of more effective reading instruction gained by teachers through staff development.</p> <p>Students will be engage in authentic literacy experiences through participation in the Daily 5 or Daily 3 structure.</p>

S.M.A.R.T. = Specific & Strategic, Measurable, Attainable, Results-oriented, Time-bound.

