

Ridge View Elementary School
Teaching and Learning Action Plan #2: Language Arts

Improvement Goal:

All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.

Expectation(s) for Student Learning:

- All students will comprehend written text.
- All students will read with fluency.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Target Participants:

All students at Ridge View Elementary

Subgroups:

Students who are achieving below proficiency level. Students who are achieving above proficiency level.

Interventions:

Curriculum, Instructional, and Assessment:

All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards. All students will increase reading and writing skills as a result of participating in balanced literacy.

All students will participate in 90 minute Core Reading Program at the elementary level.

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the curriculum**. All students will increase communication skills by writing **across the curriculum**.

All students will increase reading and writing skills by using technology tools **across the curriculum**. **Student**

Support:

Students will participate in MTSS (Multi-Tiered System of Support) Tiers based on achievement and behavior levels. Students will participate in enriched and high ability courses based on achievement levels.

All students will increase reading and writing skills through opportunities for family/community participation. Students who qualify for additional services will be provided extra instructional support.

Students will participate in after-school clubs and extracurricular activities.

Staff:

All students will increase reading and writing skills as a result of teacher participation in professional learning communities.

Evaluation:

Curriculum Calendars/Maps with Pacing Guides

Units of Study

School City of Hobart's Balanced Assessment System Framework:

Classroom Assessments- running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments (CFAs)- Grade Level CFAs, Compass Learning Odyssey, rubrics, checklists, Leveled Literacy Intervention (LLI), Pivot

Benchmark Assessments- Lexile (RI), writing assessment, spelling inventory, quarterly standards based assessments, SPI, Pivot

External Summative Assessments- ISTEP+, IREAD3, ISTAR, LAS Links, WIDA

Timeframe for Implementation:

2017-2021

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Indiana Academic Standards</u></p> <p>1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standard’s Literacy Shifts</p> <p>C. Using Indiana Academic Standard’s Vocabulary</p> <p>D. IDOE Required Skills and Scaffolding will be implemented.</p>	2017-2021	<ul style="list-style-type: none"> -Lead: Administrators -1-5 Teachers 	<ul style="list-style-type: none"> -Lesson Plans -School City of Hobart’s Balanced Assessment System Framework -Classroom Assessments -Conferring -Checklists -Rubrics -Formal Scales -Journals/Reader’s and Writer’s - Notebooks- -Reading A-Z Benchmark -Report Cards -Pivot -Google Apps -Portfolios/SeeSaw -Read Works -Newsela 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Classroom Assessments -Conferring -Checklists/Rubrics -Journals/Reader’s and Writer’s Notebooks -Standards-based Report Cards -Journeys by Houghton Mifflin Harcourt (The Reading Tool Kit/The Literacy Tool Kit) -Fountas & Pinnell Leveled Readers -TRC (District Website) -Google Apps -Pivot -Portfolios - SeeSaw -Read Works -Newsela -Balanced Assessment by Burke -Common Formative Assessments by Bailey and Jakicic -The Art of Science and Teaching by Robert Marzano -Professional Development Calendar -Using Common Core Standards by Robert Marzano

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Balanced Literacy</u></p> <p>1. All students will increase reading and writing skills as a result of participating in Balanced Literacy.</p> <p>1. All students will participate in a 90 minute Core Reading Program at the elementary level.</p> <p>2. IDOE Skills and Scaffolding will be implemented.</p> <p>A. Reading Components – Students will learn grade appropriate phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>B. Just Right Books - Students will read at their independent reading levels. Leveled libraries will be available in the classroom and through the school library.</p> <p>C. Small Group Instruction - Students will receive small group instruction based on their instructional reading levels to aid in comprehension.</p> <p>D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 10 minutes in first grade up to 30 minutes in the intermediate grades.</p> <p>E. Read Alouds - Students will participate in read alouds.</p> <p>F. Shared Reading - Students will participate in shared reading.</p> <p>G. Interactive Reading - Students will actively participate in conversations about books being read aloud to them.</p> <p>H. Interactive Writing - Students will participate in writing activities in which the teacher and students write together.</p> <p>I. Shared Writing - Students will observe a teacher modeling writing, and will give verbal suggestions as the teacher writes.</p> <p>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in daily instructional time focused on teaching to apply writing skills and strategies, independently, in their own classroom writing and journaling.</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> - Literacy Coordinators - MTSS (RtI) Team -Administrators -1-5 Teachers -LRE Facilitators and Staff 	<ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework -Professional Learning Communities -Rubrics -Group -CFA’s Discussions -Written Pieces of Work -Classroom Assessments -Turn and Talk Discussions -Lesson Plans -Conference Notes -Reading Logs -Anecdotal Notes -Observations -Running Records -Formal Scales -Portfolios 	<ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework -Books with Multiple Copies of the Same Text -Chart Paper -Writing Folders -Grammar & Writing with Daily Review by Hake Curtis -Reader’s and Writer's Notebooks -TRC (District Website) -Flip Charts -Big Books -Books for read alouds -Benchmark Kits -Leveled Reading Books -<i>Journeys</i> by Houghton Mifflin Harcourt -Scholastic News -Raz-Kids -READ 180 - System 44 -Vocabulary A-Z -Reading A-Z -Making Meaning -Being A Writer -Scholastic Coaching -Wilson Reading Document Camera -Moby Tablet -Scholastic Story Works

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<p>Intervention: Balanced Literacy, continued</p> <p>K. Literature Circles/Book Clubs - Students will participate in literature circles- small, temporary groups, determined by teacher discretion, based upon book choice, which meet on a regular basis to discuss their reading through open and natural conversations about books.</p> <p>L. Curricular Calendars/Units of Study/Traveling Lessons – Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific Units of Study, mapped out per month in Reading/Writing Curricular Calendars.</p> <p>M. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning, and marking the text.</p> <p>N. Moving from Comprehension to Analysis – Students will receive instruction and practice the critical thinking skills required to move beyond recall of information in a text to application of that information to larger concepts.</p> <p>O. Moving from Analysis to Synthesis – With teacher support, students will apply what they have learned from analyzing multiple texts to create a new product (e.g paper, presentation, project) that demonstrates their knowledge.</p>	2017-2021			<p><i>-Reading and Writing Workshop</i></p> <p><i>Books K-6 by Lucy Calkins</i></p> <p><i>- Smeken’s Workshops and Website</i></p> <p><i>-Teaching the Qualities of Writing by Ralph Fletcher</i></p> <p><i>-Strategies that Work by Harvey and Goudvis</i></p> <p><i>-Classroom Instruction that Works by Robert Marzano</i></p> <p><i>-The Daily Café Website</i></p> <p><i>-Newsela</i></p> <p><i>-Journeys</i></p> <p><i>-ThinkCentral Website</i></p> <p><i>-Readworks</i></p> <p><i>-Khan Academy</i></p> <p><i>- Pivot</i></p> <p><i>-Google Apps</i></p> <p><i>-SeeSaw</i></p> <p><i>-Falling in Love with Close Reading: Lessons for Analyzing Texts and Life by Christopher Lehman, Kate Roberts, and Donalyn</i></p>

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<p><u>Intervention: Fluency and Comprehension By Using Reading Skills/Strategies</u></p> <p>1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p>A. Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.</p> <p>B. Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing).</p> <p>C. Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses, Questions, Cues, and Advance organizers).</p> <p>D. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater.</p> <p>E. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p>	2017-2021	<ul style="list-style-type: none"> -Lead: Administrators -K-5 Teachers -MTSS (RtI) Team -LRE Facilitators and Staff 	<ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework -Teacher Participation in Professional Development -Teacher Observation -Student Performance of Dramatic Readings/Reader's Theater -Published Student Products -Vocabulary Assessments -Anecdotal Records -Pivot 	<ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework -<i>Building Academic Vocabulary</i> by Marzano and Pickering -<i>Vocabulary for Achievement</i> by Margaret Ann Richek -<i>Strategies That Work</i> by Harvey and Goudvis -<i>Classroom Instruction that Works</i> by Marzano -Professional Development -School City of Hobart’s Technology Staff -Plays/Reader’s Theater -Books -Reading A-Z -Raz-Kids -READ 180 -System 44 -Making Meaning -Being A Writer -<i>Journeys</i> ThinkCentral Website -Daily 5 -Google Classroom -Wilson Reading

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<p><u>Intervention: Technology Tools</u></p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instruction - Students will participate in computer assisted instruction with Read 180, System 44, Compass Learning Odyssey, Pivot, Raz-Kids, and Khan Academy.</p> <p>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> -Elementary Staff -1-5 Teachers -LRE Facilitators and Staff -MTSS(RtI) Team 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment Framework -Google Docs -Student Presentations -Checklists/Rubrics -Portfolios/SeeSaw 	<ul style="list-style-type: none"> - School City of Hobart's Balanced Assessment Framework -Internet -Google Apps/sites -Computer Systems- Raz-Kids -Blogs -Reading A-Z -Compass Learning Odyssey -READ 180 -System 44 -Responders/ MOBI Tablets -LLI -Readworks -Vocabulary A-Z -iPad apps -Pivot -Newsela -<i>Reading and Writing Workshop Books K-6</i> by Lucy Calkins -Portfolios/ SeeSaw -Chromebooks/Ipads -Professional Development Calendar -Wilson Reading
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Response to Instruction</u></p> <p>1. Students will participate in MTSS Tiers based on achievement and behavior levels.</p> <p>A. A district wide MTSS (Multi-Tiered System of Support) approach is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within and outside the classroom including the following: -Ability (Readiness) Groups - Strategy Groups -Double Blocking -Counseling -Summer School -Computerized Intervention Software</p> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services. -Co-teaching - Small Group Counseling -Individual Instruction -Small Group Instruction - Computerized Intervention Software -Double Blocking Differentiated Instruction Labs</p> <p>D. Extended Day -Study Tables -ISTEP Boost</p>	2017-2021	-Lead: Administrators -1-5 Teachers - MTSS (RtI) Team -LRE Facilitators and Staff - Northwest Indiana Special Education Cooperative (NIESC) -EL Teachers/ Paraprofessional	-School City of Hobart's Balanced Assessment System Framework -Administrators -Report Cards -MTSS (RtI) Forms -MTSS (RtI) Meetings -Pivot MTSS (RtI) Action Plans	-School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Professional Development -Read 180 -System 44 -Leveled Books -Skyward -Reading A-Z <i>-Journeys</i> -TRC (District Website) -MTSS (RtI) Policy and Guidelines TRC -MTSS (RtI) Forms -MTSS (RtI) Meetings -LLI -READ 180 -System 44 -Double Blocking Subjects -Differentiated Instruction Labs -Book: <i>Behavior Intervention Manual</i> -Extended Day -Wilson Reading

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Instruction Support Services</u> 1. Students who qualify for additional services will be provided extra instructional support. A. Special Education B. English Learners (EL) C. 504 D. YMCA Achievement Gap E. Double Blocking Subjects</p>	2017-2021	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -1-5 Teachers -EL Coordinator -LRE Facilitators and Staff -Elementary Staff -Nurses -MTSS (RtI) Team 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment Framework 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IIEP -Case Conferences -504 -YMCA Achievement Gap -Pivot -Double Blocking Subjects
<p><u>Intervention: Family/Community Involvement</u> 1. All students will increase reading and writing skills through opportunities for family/community participation. A. Skyward (Assignments/Grades/Discipline/ Attendance) B. School City of Hobart’s Website - Homework Help and Tips C. Family Nights/Grandparents Days D. Parent Teacher Meetings/Conferences E. Parent Communication- District Focus Newsletters/Messenger/Phone Calls F. Naviance: Monitoring College and Career</p>	2017-2021	<ul style="list-style-type: none"> - Administrators -Elementary Staff -Counselors - K-12 Teachers -Administrators -Technology Department -Central Office Administration -Elementary Staff 	<ul style="list-style-type: none"> -Monitoring Skyward usage -Monitoring Website usage - Parent Teacher Conf. -Family Night -Grandparents/ Special People Days 	<ul style="list-style-type: none"> -Google Apps -Pivot - District Web site -Compass Odyssey Learning -Raz-Kids -Naviance

Planning				
G. <i>Journeys</i>				
H. Book Fair				
I. Building Reader's Newsletter				

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Enriched and High Ability</u> 1. Students will participate in Enriched and High Ability courses based on achievement levels. A. Enriched Curriculum -Small Group Instruction -Enriched Instruction B. High Ability -Magnet High Ability Grades 2-8</p>	2017-2021	-Lead: Central Office Administrators -Principals -Elementary Staff	-School City of Hobart's Balanced Assessment System Framework	-School City of Hobart's Balanced Assessment System Framework -CogAT -Professional Learning Communities -Common Planning Time -Skyward -TRC -High Ability Policy and Guidelines
<p><u>Intervention: Clubs and Extra-Curricular</u> 1. Students will participate in clubs and extracurricular activities. A. Academic Support B. Academic Enrichment C. Athletics D. Performing Arts E. Maker Faire</p>	2017-2021	-Lead: Central Office Administrators -Principals -Elementary Staff	-Club Participation -Extra-curricular participation	-Study Tables -ISTEP/ECA Boost -Vex Robotics -Brickie Leaders -Helping Hands -Athletics -App Development -Hour of Code website

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Professional Learning Communities</u> 1. All students will increase reading and writing skills as a result of teacher participation in professional learning communities. A. Curriculum Planning - Grade Level/Curriculum Meetings -Curriculum Calendar/Curriculum Mapping B. Data Analysis -SCOH Balanced Assessment System Framework C. Best Practices – Book Studies, Grade Level/Curriculum/ D. Professional Development - In-House Professional Development Calendar E. Google Apps F. Skyward</p>	2017-2021	-Lead: Administrators -Elementary Staff -MTSS (RtI) Team -Special Education Staff	-Teacher Professional Growth Plans -Curriculum Maps -Informal Scales -Enrollment in Professional Development -Grade Level Planning Time -Pivot -School City of Hobart’s Balanced Assessment System Framework -Portfolios -District Planning Grade Level Time	-School City of Hobart’s Balanced Assessment System Framework -Professional Development Calendar -Book Studies -Common Planning Time -MTSS (RtI) Team -Interventionists -Pivot -Journeys -Google Apps/Classroom -Seesaw

<p><u>Intervention: Writing Across the Curriculum</u></p>	2017-2021	- Principal -K-12 Teachers	-SCOH Balanced Assessment System Framework	
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1. All students will increase communication skills by writing across the curriculum.

A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing

B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events.

C. 6+1 Writing Trait Rubrics/Conference/Checklists- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing.

D. Close Reading Annotation – Students will receive instruction and practice the skill of Close Reading, questioning, questioning, and marking the text.

- Writing Curriculum Maps

-Constructed Response Rubrics

-Informal Scales

-SCOH Balanced Assessment System Framework

- Writing Curriculum Maps

-Write to Learn
-Smeken’s Workshop and Web site

- Journeys
- 6 + 1 Writing Traits Materials

- Professional Development Calendar

-*Being a Writer*
-Rubrics/Conference Check Lists

-TRC (District Web site)

-Current Event Articles

-6 point Response

-Google Apps/Classroom

ACTIONS

SCHEDULE

RESPONSIBILITIES

MONITORING

RESOURCES