

Krout 2-3 CIP Action Plan #1 – 2016-2019 (District Goals 4, 5 and 8)

Adopted: September 27, 2016

Need

Any student who is not reading on grade level is at great risk of not meeting promotion standards of the Third Grade Reading Guarantee. We must maximize resources and programs while also promoting those programs to families to ensure students meets growth standards needed to succeed each year.

Goal

Every teacher will address all skill deficiencies based on formative and summative assessments.

Performance Indicators

Students will achieve at least a years worth of growth on STAR or Fountas and Pinnell. Students will also be 100% compliant with promotion guidelines of the Third Grade Reading Guarantee.

Evaluation Process

Students in grades 2-3 will be assessed using diagnostics and RTI Probes/Interventions. Students will also be assessed with curriculum based assessments expected for all students throughout the school year.

Improvement Strategy

Teachers will use the following assessments: Grade 2: Diagnostics, Journey’s Reading Series, STAR Reading, Fountas and Pinnell Leveling and other formative and summative assessments. Grade 3: Diagnostics, Practice Tests from Ohio Assessments, Journey’s Reading Series, STAR Reading, Fountas and Pinnell Leveling and other formative and summative assessments.

| <u>Tasks</u> What will be done? | <u>Responsibilities</u> Who will do it? | <u>Resources</u> How will we support? | <u>Time line</u> By when? |
|---|---|--|--|
| Teachers will create intervention plans based on all available data for any student who is not reading on level based on STAR and/or Fountas and Pinnell testing results. | Classroom Teachers, Title 1 Teachers and Intervention Specialists | No funding needed | 2016-2019 school years |
| Master class schedule will include 90 minutes of intensive reading instruction for any student not on grade level. | Principal | No funding needed | 2016-19 school years |
| Through staff collaboration and professional development, integrate Social Studies and Science standards into the area of Reading/ELA. | Principal, Staff | District will provide substitute teachers for any during school trainings. Staff will collaborate after school at no cost to the district. | 2016-19 school years |

| | | | |
|---|---|---------------------|----------------------|
| Promote and develop school wide reading programs that promote literacy such as “Right to Read Week, “Read it to Win It”, “Book Swaps”, Etc. | Principal, Title 1 Teachers, Classroom Teachers, Intervention Specialists | 018 Funds as needed | 2016-19 school years |
| Promote and develop spring/summer reading programs for students to further develop skills over the summer. | Principal, Title 1 Teachers, Classroom Teachers, Intervention Specialists | Building Funds | 2016-19 school years |
| Research and analyze current reading series compared to other reading series | Principal, Title 1 Teachers, Classroom Teachers, Intervention Specialists | District Funds | 2016-19 school years |

Krout 2-3 CIP Action Plan #2 – 2016-2019 (District Goals 4, 5 and 8)

Adopted: September 27, 2016

Need

To increase proficiency in mathematics achievement for grades 2 and 3.

Goal

Every teacher will address skill deficiencies based on formative and summative assessments.

Performance Indicators

Students will achieve at least a years worth of growth based on Go Math Pre- and Post- Assessments and/or 100% passage on the AIR Mathematics Assessment for Grade 3.

Evaluation Process

Diagnostic and summative assessments will be administered throughout the year to monitor progress.

Improvement Strategy

Teachers will use “Extra Math” or “Rocket Math” in conjunction with the Go Math formative and summative assessments to develop skills.

| Tasks What will be done? | Responsibilities Who will do it? | Resources How will we support? | Time line By when? |
|--|---|--|------------------------------|
| Bi-weekly collaboration to monitor and track student data gathered from formative and summative assessments. | Principal, Classroom teachers, Intervention Specialists | No funding needed | 2016-19 school years |
| Provide parents with access/training to technology resources to increase mathematics performance. | Classroom Teachers, Principal | No funding needed | 2016-19 school years |
| Implement incentive programs for Rocket Math and Extra Math achievements for memorizing math facts. Grade 2: Addition and Subtraction, Grade 3: Multiplication and Division. | Principal, Classroom Teachers | 018 Fund | 2016-19 school years |
| Incorporate techniques into instruction that use technology to build student skills. | Classroom Teachers, Principal | District Funds | 2016-19 school years |