

**Swanton Elementary School Action Plan  
2011-2012, 2012-2013, 2013-2014**

**Focus:** Literacy

**Goal 1:** To increase literacy proficiency for students in all grades through the integration of daily reading and writing opportunities

**Needs Assessment:**

BP=Below Proficiency, HP = Above Proficiency

NECAP Reading from 2010-2011

Grade 3 BP 28 % HP 72 %

Grade 4 BP 40% HP 60%

Grade 5 BP 53% HP 47%

Grade 6 BP 31 % HP 69%

Provide additional supports to 2010-2011 5<sup>th</sup> graders going into 6<sup>th</sup> grade

NECAP 5<sup>th</sup> Writing from 2010-2011

BP 63% HP 37%

NECAP 4<sup>th</sup> Science from 2009-2010

(no available data from 2010-2011)

BP 77% HP 23%

F & P Fall Data 2010-2011

Kg (Letter recognition as basis for F & P testing, 29 students tested- HP 44% HP 56%)

Grade 1 BP 49% HP 51%

Grade 2 BP 37% HP 63%

Grade 3 BP 34% HP 66%

Grade 4 BP 25% HP 75%

Grade 5 BP 57% HP 43 %

Grade 6 BP 36 % HP 64 %

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Strategies/ Action Plan Steps</b>	<ul style="list-style-type: none"> <li>-Leah Mermelstein Writers Workshop Training June 15, 16, 17 – Consistency of Writers Workshop model and curriculum mapping</li> <li>-August In-Service Continued professional development with Leah Mermelstein on curriculum mapping and use of Units Of Study Writing Kits provided to every teacher</li> <li>-Half Day In- Service during school year for curriculum mapping -vertical alignment of reading &amp; writing</li> <li>- Curriculum meetings, vertical alignment meetings and monthly grade level literacy meetings in school year calendar with a focus on using formative assessment, monthly writing samples, VCAT data and student progress to improve instruction</li> <li>- Common schoolwide use of identified characteristics of Readers and Writers Workshop Models – Begin to use Units of Study in Writing and mentor texts at all grade levels.</li> <li>-Use of Workshop Walkthrough by colleagues for feedback and</li> </ul>	<ul style="list-style-type: none"> <li>- Continue refining curriculum maps and assessments</li> <li>-Create and schedule year long school calendar for data team meetings for grade level teachers &amp; and specialists</li> <li>- continue common schoolwide use of identified characteristics of Readers and Writers Workshop Models – use of Units of Study in Writing and mentor texts at all grade levels.</li> <li>- Identify and train teams in using data team protocols to examine formative and summative data in reading &amp; writing based on Douglas Reeves’ 90/90/90 research and data analysis model.</li> <li>-Create format for visually tracking literacy data (data walls,etc.)</li> <li>-Use formative assessments measures more systematically, such as Literacy Profiles in writing K-2, and adapting versions for grades 3-6 that integrates reading and writing</li> <li>- Develop benchmarks for FNWSU</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to refine data analysis protocols, formative assessments, and curriculum maps</li> <li>- Create authentic &amp; relevant reading and writing opportunities &amp; assessments to support curriculum map adjustments that are project and/or theme based</li> <li>- Based on data, identify areas needing systematic school wide professional development such as vocabulary and/or developmental sequence for word study</li> </ul>

	<p>professional development</p> <ul style="list-style-type: none"> <li>- Continue to develop connected instructional units &amp; assessments that integrate Life long readers and non fiction strategies using Comprehension Tool Kits, Units of Writing, Six plus One Traits, Notebook Know How, and About the Authors. Connections with science and social studies within units.</li> <li>- Literacy Coach to model lessons that increase higher order thinking skills/strategies of Life long Reading Strategies to extend posters and utilize identified resources across reading &amp; writing</li> <li>-Literacy Coach to model scheduling of readers &amp; writers workshop into daily schedule</li> <li>- Use of NSTA Science probes in writing and create social studies probes</li> <li>-Continue to expand use of technology to support literacy: Young Writers Project, SmartBoards, GoogleDocs, etc.</li> <li>- increase kindergarten classroom libraries to include more level A/B/C books, fiction and non-fiction</li> </ul>	<p>writing, science probes, and social studies writing assessments</p> <ul style="list-style-type: none"> <li>-Literacy Coach to model lessons to support student differentiation in guided reading comprehension focus groups (includes writing), literature circles, writing activities, and conferring.</li> <li>-Continue to expand use of technology to support literacy: Young Writers Project, SmartBoards, GoogleDocs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to expand use of technology to support literacy: Young Writers Project, SmartBoards, GoogleDocs, etc.</li> </ul>
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<p><b>Success Indicators/ Measurable Objectives</b></p>	<p>F &amp; P  Current NECAP Reading from 2010-2011  Increase HP 5 % per grade level COHORT(3<sup>rd</sup> grade going into 4<sup>th</sup> grade)  Continue:  Gd 3 Increase to HP 77% (no NECAP cohort data)  Grade 4 increase to HP 77%  Grade 5 Increase to HP 65%  Grade 6 Increase to HP 52%</p> <p><u>NECAP 5<sup>th</sup> Writing from 2010-2011</u>  Increase to 42%</p> <p>Increase number of classroom teachers using Young Writers Project more consistently to include all 5<sup>th</sup> &amp; 6<sup>th</sup> grade teachers</p> <p><u>NECAP 4<sup>th</sup> Science from 2009-2010</u>  (no available data from 2010-2011)  Increase to 28%</p> <p><u>F &amp; P Fall Data 2010-2011</u> estimated based on cohort data  Kg (Letter recognition as basis for F &amp; P testing- increase to testing 32 students) based on increase in letter recognition to 61%  Grade 1 Increase to HP 56%  Grade 2 1 Increase to HP 56%</p>	<p>-increase 5 % per NECAP reading per grade level, increase 5 % in 5<sup>th</sup> grade writing  -identify subskills and areas for specific monitoring</p>	<p>-increase 5 % per NECAP reading per grade level, increase 5 % in 5<sup>th</sup> grade writing  -identify subskills and areas for specific monitoring</p>
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	Grade 3 Increase to HP 68% Grade 4 Increase to HP 71% Grade 5 Increase to HP 80% Grade 6 Increase to 48%		
<b>Resources</b>	<ul style="list-style-type: none"> <li>-Half day in-service grade planning time for curriculum mapping in August and January/February.</li> <li>-Half day release time (substitutes) for each grade level to identify needed resources and develop assessments for units identified in curriculum maps prior to instruction</li> <li>-Funds to order resources and leveled books to integrate science &amp; social studies into units</li> </ul>	<ul style="list-style-type: none"> <li>- Half day in-service time for data training in protocols</li> <li>- Half day release time (substitutes) for grade level planning to make changes and continue to develop assessments for units identified in curriculum maps</li> <li>- Funds for materials to support data analysis professional development</li> <li>- Funds for materials to support data analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Half day in-service time for project based, authentic learning training</li> <li>-Half day release time (substitutes) for grade level planning to align units with data and curriculum being assessed</li> <li>- Funds for materials/resources to support authentic learning project &amp; theme based opportunities professional development</li> </ul>
<b>Person (s) Responsible</b>	<ul style="list-style-type: none"> <li>-Literacy coach</li> <li>-consultants- Leah Mermelstein, - teachers</li> <li>-interventionists</li> <li>-special educators</li> <li>-Administration</li> <li>-FNWSU District Curriculum Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>-Literacy coach</li> <li>-consultants</li> <li>-teachers</li> <li>-interventionists</li> <li>-special educators</li> <li>-Administration</li> <li>-FNWSU District Curriculum Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>-Literacy coach</li> <li>-consultants</li> <li>-teachers</li> <li>-interventionists</li> <li>-special educators</li> <li>-Administration</li> <li>-FNWSU District Curriculum Coordinator</li> </ul>