

STRATEGIES/ ACTIVITIES	TIME	PARTICIPANTS	LEAD PERSON	BUDGET	EXPECTED OUTCOMES OF STRATEGY/ACTIVITY	TECHNOLOGY	PROFESSIONAL DEVELOPMENT
<p align="center">2.</p> <p>Revise Early Literacy Profile and assessments to include pieces from <i>Harcourt</i> and increase coordination between ONS and Grimshaw.</p> <p>a) ONS will pilot <i>Harcourt's</i> Phonemic Awareness assessment in grades K-2 for one year. Grimshaw will pilot sections in kindergarten and with a few primary remedial reading students.</p> <p>b) Grimshaw will pilot use of <i>Reading A-Z's</i> benchmark assessment books to determine students' reading level. Materials will be provided for ONS to explore.</p> <p>c) Meet to assure consistency in administration and scoring of all parts of the ELP, including running records.</p> <p>d) Align our present sight word and spelling lists with <i>Harcourt</i> lists where necessary.</p> <p>e) Review use of Word Wall, K-3.</p>	<p>June '06- June '07</p>	<p>Bailey, Charno, Cuddy, Davidson, Gosh, Kenney, McMIndes, Thornton, Woodworth, Zehner</p> <p>K-3 Teachers</p>	<p>K-6 ELA Curriculum Coordinators</p> <p>McMindes, Thornton, Woodworth,</p>	<p>A2010-130-12</p> <p>75 hours @ \$21.41= \$1,605.75</p> <p>28 hours @ \$22.27= \$623.56</p>	<p>a) Improved ELP components will yield better information for use in placing students and determining instructional steps.</p> <p>b) Piloting Phonemic Awareness assessments and benchmark assessment books will allow us to make informed decisions regarding future use.</p> <p>c) Consistent administration and scoring of ELP components will make data more reliable.</p>	<p>a) <i>Reading A-Z</i> benchmark books will be accessed through their web site and used for running records.</p>	<p>a) Teachers will collaborate to develop scoring and administration protocol for ELP components.</p> <p>b) Staff development will be offered in the fall to review instructional techniques for using the Word Wall.</p>

STRATEGIES/ ACTIVITIES	TIME	PARTICIPANTS	LEAD PERSON	BUDGET	EXPECTED OUTCOMES OF STRATEGY/ACTIVITY	TECHNOLOGY	PROFESSIONAL DEVELOPMENT
<p>3. Revise and schedule ELA assessments in grades 1-6 to include pieces from <i>Harcourt</i>.</p> <p>a) Teachers will administer <i>Harcourt</i> Placement Assessment in September for 3rd-6th grades to determine appropriate placement level for differentiated instruction.</p> <p>b) Holistic assessments will be administered in October for 3rd-6th grades and in AprilMay for 1st-6th grades and scored using the <i>Harcourt</i> rubric.</p> <p>c) District writing assessment will be administered in February for 3rd-6th grades and scored using the district rubric.</p> <p>d) Group scoring of holistic and writing assessments will be scheduled by grade level.</p> <p>e) Additional <i>Harcourt</i> assessments may be administered at the teacher's discretion.</p>	<p>June '06- June '07</p>	<p>1-6 Teachers</p> <p>Curriculum Coordinators</p> <p>Building Administrators</p>	<p>Curriculum Coordinators</p>	<p>A2010-130-12</p> <p>12 hours @ \$22.27= \$267.24</p>	<p>a) Students will read and receive instruction at their own levels.</p> <p>b) Holistic assessments will provide practice for and be predictors of success on state ELA exams. Teachers will gain information about how well their students have mastered the skills and strategies taught within the theme tested, indicating the necessity for re-teaching. Student achievement on state ELA exams will increase.</p> <p>c) Teachers and students will continue to use the district writing rubric, based on <i>6+1 Traits of Good Writing</i>, to improve student writing.</p> <p>d) Group scoring will promote consistent interpretation of rubrics, and scoring of student work. The same expectations will be communicated to students across the district.</p>	<p>a) Teachers can access a variety of <i>Harcourt</i> assessments through their web site.</p>	<p>a) Group scoring allows teachers to gain insight from fellow professionals.</p>

STRATEGIES/ ACTIVITIES	TIME	PARTICIPANTS	LEAD PERSON	BUDGET	EXPECTED OUTCOMES OF STRATEGY/ACTIVITY	TECHNOLOGY	PROFESSIONAL DEVELOPMENT
<p>4. Teachers will analyze student data from 2006 and 2007 state ELA exams.</p> <p>a) Teachers will use conclusions about data from 2006 to make instructional decisions and prepare their students for 2007 state ELA exams. b) Students will take sample tests to practice prior to the 2007 ELA exams. c) Teachers will participate in in-house scoring of 3rd and 5th grade state ELA exams.</p>	Oct. '06- Feb. '07	ELA Teachers, Grades 2-6	K-6 ELA Curriculum Coordinators		<p>a) Student achievement will increase on 3-6 ELA exams as a result of informed preparation.</p> <p>b) In-house scoring of 3rd and 5th grade state ELA exams will allow teachers to analyze student performance immediately.</p>		a) Teachers will be trained to score 3 rd & 5 th grade state ELA exams using state rubrics and scoring protocol.

STRATEGIES/ ACTIVITIES	TIME	PARTICIPANTS	LEAD PERSON	BUDGET	EXPECTED OUTCOMES OF STRATEGY/ACTIVITY	TECHNOLOGY	PROFESSIONAL DEVELOPMENT
<p>5. Teachers will continue to look at student work using the CASL process, with a focus on literacy.</p> <p>a) At least one group will work on the development of skills and strategies for answering questions fully and completing all the requirements of a task.</p>	Sept. '06- June '07	K-6 Teachers	Building Principals CASL Facilitators		a) Teachers will develop conclusions after doing root cause analysis using student work, then work collaboratively to develop plans to address areas of need.	a) Some groups will use internet resources.	<p>a) CASL facilitators will continue to participate in training/collaboration.</p> <p>b) Teachers will collaborate using their own experience as well as outside resources.</p>

STRATEGIES/ ACTIVITIES	TIME	PARTICIPANTS	LEAD PERSON	BUDGET	EXPECTED OUTCOMES OF STRATEGY/ACTIVITY	TECHNOLOGY	PROFESSIONAL DEVELOPMENT
6. Develop cover sheet(s) to track student progress in ELA, K-6.	June '06- June '07	Bailey, Cuddy, Hueber, McMindes, Woodworth	Reading Teachers	A2010-130-12 10 hours @ \$22.27= \$222.70	a) Teachers will be able to view a record of a student's ELA progress in previous years quickly and easily. b) Students will benefit from teachers' awareness of longitudinal growth and areas of weakness.		

STRATEGIES/ ACTIVITIES	TIME	PARTICIPANTS	LEAD PERSON	BUDGET	EXPECTED OUTCOMES OF STRATEGY/ACTIVITY	TECHNOLOGY	PROFESSIONAL DEVELOPMENT
7. Continue working to facilitate 5-8 connection in ELA. a) Communicate with 7- 12 ELA coordinator to facilitate scaffolding of reading and writing skills and strategies in grades 5-8.	June '06- June '07	Bailey, Cuddy, Rodus	K-12 ELA Curriculum Coordinators		a) Alignment of programs will result in consistent expectations district-wide.		

Milestones: Holistic assessments of reading and writing will be administered and scored in the first and fourth marking periods, grades 3-6, and group-scored using the *Harcourt* rubrics. A district writing assessment will be administered and group-scored mid-year using the district writing rubrics. The Early Literacy Profile will be administered to K-3 students throughout the school year as detailed in the ELP schedule.

Evaluation: During the 2006-2007 school year, 81% of district students, grades 3-6, will achieve at least a basic proficiency level on holistic reading and writing assessments in the first and fourth marking periods. During the 2006-2007 school year, 81% of district students, grades 3-6, will achieve a score of 3 or 4 on mid-year writing assessments. Additionally, 81% of students in grades 1 and 2 will achieve at least a basic proficiency level on holistic reading and writing assessments in the fourth marking period.