

Malletts Bay School  
School Improvement Plan  
2011-2012

1. **Outcome:** Grade levels follow an outline of instruction toward the GEs in the area of reading, mapped by trimester and measured by common interim assessments that comprise a “body of evidence” for reading achievement.

*What knowledge and skills will we need?*

- Connections to the GLE’s

*What other resources (including time) will we need?*

- Grade level meeting time
- Time to share interim assessments
- Consistent “bank” of tools to teach – e.g. picture books, Comprehension Toolkit

*What will we use as indicators of full implementation?*

- Assessment rubrics
- Interim assessments of multiple kinds – reading journals (with rubrics), Study Island, other as determined by grade level teams in conjunction with District Literacy Coordinator

2. **Outcome:** All teachers will follow the Balanced Reading standard of practice, including full implementation of guided reading, shared and interactive reading, read aloud, independent reading and anchor activities.

*What knowledge and skills will we need?*

- Common professional development so we all have the same definition of “guided reading”
- Common professional development that “paints the picture” of the balanced Reader’s Workshop
- How to use SharePoint (for sharing resources)
- How to check out our own library books properly (to use the shared guided reading library)
- How to access the Winnebago library catalog in our classrooms or from home
- Deeper understanding and calibration in the administration of the F&P benchmark assessments

*What other resources (including time) will we need?*

- Shared bank of anchor activities that are authentic and differentiated

- ❑ Shared book room for leveled text library
- ❑ Shared library of high interest, low level text for independent reading
- ❑ List of other resources (in Title I and special education) that are available for classroom teachers to use for supporting all learners
- ❑ Sharing guided reading lesson plans

*What will we use as indicators of full implementation?*

- ❑ Grade level meetings to check in with one another regarding implementation
- ❑ Visits by administrators, Literacy Specialist, Curriculum Coordinator
- ❑ Classroom Support Team (CST) meetings
- ❑ Library – record of who is accessing shared library, how often
- ❑ Increased F&P scores

**3. Outcome:** Every striving student will have a focused intervention plan in reading and/or math (as needed). The plans will be developed and implemented collaboratively by classroom teaching pairs or triads in each house with support from special education or Title I funded teachers, tutors, and IAs. The plan will include instructional approaches and activities for “target time,” differentiated homework, other specialized or supplemental instruction, and any after school (SES) or other learning opportunities. Each plan will include a system for collecting and reviewing progress monitoring data.

*What knowledge and skills will we need?*

- ❑ Knowledge of effective interventions – what to do, how often. Understanding of how to adjust basic factors such as group size (INTENSITY) and repetition (FREQUENCY).
- ❑ Knowledge of “how to” in implementing interventions, making sure we’re getting it right (FIDELITY)
- ❑ Greater knowledge of how to identify numeracy gaps and address them through intervention
- ❑ Knowledge of the other students in your classroom pair/triad (grade levels within houses) so you can share responsibility for their targeted instruction effectively
- ❑ Training in use of Read Naturally software

*What other resources (including time) will we need?*

- ❑ Shared bank of intervention and enrichment tools, strategies, games, and resources for both reading and math
- ❑ Time for teaching pairs and triads and even the whole grade level to discuss interventions and share resources
- ❑ Shared bank of independent and enrichment activities for more advanced learners to do during target time
- ❑ Access to “Read Naturally” in classrooms, and passwords for classroom teachers

- Access to technology – listening centers, playaways, e-books, netbooks

*What will we use as indicators of full implementation?*

- Written intervention plans
- Schedule for teaching pairs/triads to examine data and shift target groups
- Data from EST – how students are presented, whether intervention plans and progress monitoring data are presented to EST when referral is made

5. Outcome: Grade level teams will develop three social studies units using a “backward design” model that includes goals, essential questions, knowledge, concepts, skills, assessments, and learning activities. The units will incorporate reading, writing, and technology aligned with the GEs for those content areas.

What knowledge and skills will we need?

- Basic knowledge of UbD principles (possibly train Social Studies leaders and have them lead their grade level team)
- Knowledge of authentic and performance assessments
- Knowledge of the new VT Technology GEs

What other resources will we need?

- Grade level meeting time
- Place (wiki) to share activities
- Access to the school librarian during planning meetings

What will we use as indicators of full implementation?

- Written drafts of units

6. Outcome: A newly formed Math Committee will examine data from the Part B Everyday Math unit tests and develop a bank of intervention tools and strategies to share with classroom teachers.

What knowledge and skills will we need?

- Connection between Part B results and the curriculum/GLEs
- Knowledge of effective interventions corresponding to observed data
- Knowledge of how to use a wiki

What other resources will we need?

- Meeting time for the committee

- Resources to implement the interventions
- Place (wiki) to share the interventions

What will we use as indicators of full implementation?

- The math intervention wiki
- Data reviews
- Meeting notes