

School: Orville C. Krause Later Elementary

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Reading/Lang Arts

(x) Active Goal

Student Goal Statement: Students will improve reading fluency and comprehension

Statement of gap in student achievement (Need Statement): Based upon our analysis of DIBELS scores 35% of our student body have not achieved benchmark status on the fluency assessment. On the MEAP tests, comprehension scores in consecutive years show a need for greater focus with GLCE's (such as sequencing, relationships in themes, comparing/contrasting) tested showing less than 70% of our students mastering these important comprehension concepts.

Contributing Cause for the gap in student achievement: Inconsistent delivery and alignment with GLCE's and a core reading instruction without a scientifically research-based background.

List the multiple sources of data used to identify the gap in student achievement: MEAP Scores, DIBELS, Unit Assessments, Qualitative Reading Inquiry (QRI)

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

3.3-Gather/Analyze Data for Instructional Choices

3.4-Research-based materials; best practice instruction

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: Student fluency rates, measured by DIBELS, will reach 70% benchmark or better. Comprehension scores on the MEAP will increase by 5%.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, DIBELS, QRI, Unit Test, Placement Test(s)

Strategy Statement: Staff will use data from DIBELS to identify intensive and strategic readers and plan accordingly for instruction. Staff will also use unit assessment scores to identify comprehension difficulties and provide supplemental instruction.

Action Steps	Staff Responsible	Timeline for Activity	
		Begin	End
Daily Fluency Practice	Teaching Staff	Sept	May- Examples 6 Min Solution, Read Naturally, MMH Fluency Practice
Grade Level Mtg	Teachers, Principal, TC	Sept	May- (Monthly Meetings)
Curriculum Mapping/Alignment	Each Grade Level	Sept	May- MacMillan McGraw/Hill Series, GLCE's
90 Minute Reading Block	Teaching Staff	Sept	May

Other Required Information

What research did you review to support the use of this strategy and action plan?

National Institute for Literacy (2003), National Reading Panel findings 2003; MiBLSi Reading Support using Response to Intervention (RTI) Model

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? MiBLSi Workshops, led by MISD consultants, in addition to professional development focused on improving reading and writing instruction.

How has the school integrated its available fiscal resources to support this strategy and action steps? Grant funds from MiBLSi, general funds, and internal funds have been utilized to ensure this goal has been met.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? The need for improved technology improvements was assessed through informal surveys. Improved technology intervention through the use of ELMO's, laptops, a checkout SMART board, additional computer lab, and a classroom response (student clicker) system will further support our goal of improving student comprehension and fluency.