

A 3-Year Continuous School Improvement and Achievement Plan

**Marshall Elementary
Tulsa Public Schools**

**Kayla Robinson, Principal
School Year 2006-2007**

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1. INTRODUCTION / PROFILE

1.1 DESCRIPTION OF THE SCHOOL

Section A: Who We Are and Who We Serve

Marshall Elementary, a PK through 5th grade program, serves 366 students in the Riverwood community of south Tulsa, near 61st and Peoria, an intersection historically related to high poverty and a high incidence of crime. The neighborhood is comprised of subsidized housing complexes, market value apartment rentals, and single family homes. Most families served by Marshall Elementary reside in the numerous apartment complexes, and represent a diverse and mobile (76-89% mobility) student population that is 45% Hispanic, 26% African American, 21% Caucasian, and 8% American Indian. Free lunch participation has ranged from 74% to 86% over the past three years, and 17% of the students are currently on an Individualized Education Plan.

Marshall Elementary operates on a Continuous Learning Calendar so that a variety of community services and instructional programs are available year-round. While Marshall Elementary has made adequate yearly progress (AYP) for the past three years, the academic progress of each student subgroup is dependent upon consistent and vigilant monitoring and intervention.

Section B: Programs and Achievements

Programs in place include:

<p>Instructional Programs:</p> <ul style="list-style-type: none">• Tulsa Model• Target Teach (ATUs)• Literacy First Reading Process• Full-Day Kindergarten• Full-Day Prekindergarten• Earobics – Reading Sufficiency Tutoring• Yearly Progress Pro• Growing with Mathematics	<p>Lifeskills / Prevention Programs:</p> <ul style="list-style-type: none">• Operation Aware• In-School Connection• Boy Scouts• TRIBES• Big Brothers & Sisters Mentoring• Positive Behavior Supports (PBS)• Behavior Coach
<p>Support/ Community Services:</p> <ul style="list-style-type: none">• Positive Behavior Intervention Services• Wraparound Referrals• Child Nutrition Services• Parents As Teachers (expanded from half-time to full-time, 06-07)• It's All About Kids, expanded to include physical fitness	<p>Activities / Supplemental Programs:</p> <ul style="list-style-type: none">• Young Authors• RIF Book Distribution• Spelling Bee• Family Literacy/ Math Nights• Urban Fine Arts Program• Tulsa Ballet Leaps Ahead• Artists in the Schools

<p>assessment – Tulsa County Health Department</p> <ul style="list-style-type: none"> • OU Bedlam Health Clinic • 7 Community Partners in Education • Ocean Dental Screenings and Referrals 	<ul style="list-style-type: none"> • Orff Music
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Achievements include:

<p>Instructional:</p> <ul style="list-style-type: none"> • Significant increase in Reading API scores for all students over three years; 02-03 (230), 03-04 (477), 04-05 (743), decline in 05-06 (610) • Significant increase in Reading API scores for ELL subgroup over 4 years, 05-06 (525) • Professional Development – Weekly training incorporated into staff meetings • Designed two model technology classrooms (06-07), to expand use of instructional technology • Mentor school for Phase IV Literacy First schools – Keystone, McKinley (TPS) • Polly Clark Award for Exemplary Library Media Program (2004) • Beaumont Technology Grant – laptop labs for classroom use 	<p>Lifeskills / Prevention:</p> <ul style="list-style-type: none"> • Discipline – Low number of discipline referrals, suspensions, and acts of physical aggression / confrontation. • Student Recognition – Quarterly Most Valuable Player Awards
<p>Support / Community Services:</p> <ul style="list-style-type: none"> • Successful project collaboration with Oral Roberts University, Southminster Presbyterian Church and South Peoria Neighborhood Connection Foundation • Mentor school for Positive Behavior Intervention Support Programs (TPS) • OU Bedlam Community Health Clinic and Wraparound Services • Expansion of services to students with disabilities to include autism 	<p>Parent Participation:</p> <ul style="list-style-type: none"> • Active parent participation in family events, Literacy / Math Nights, Walk through the Nutrition Pyramid, Family Storytelling • 95 % participation in Parent Conferences • Development of Parent Advisory Council • Renewal of PTA (06-07)

Section C: Transition Activities

To receive a new student / parent to Marshall Elementary the following activities and processes are in place:

- The office staff welcomes the family and student, and helps with paperwork.
- For Hispanic families, a bi-lingual clerk is available at all times to greet, translate and answer questions.
- The Principal personally greets the incoming family and offers a tour of building.
- Families are introduced to community resources and services available in the school at enrollment at through monthly family activities
- School supplies and a student agenda are issued to all new students.
- Every new student is linked with a classroom “buddy” to assist the child and insure that they enter a receiving and welcoming climate.
- Buildingwide procedures are in place and supported by all staff.
- Uniform, beginning of the day, greeting procedures are in place and implemented by all teachers.

Career Awareness / Orientation / Exploration activities include:

- Wide selection of library books available on careers
- Collaborative projects between library media specialist and teachers that expose students to a variety of career paths
- Implementation of conceptual curriculum, including “being there” experiences

Preparation for vertical articulation (transition to sixth grade) includes:

- Middle school teachers and counselors visit Marshall’s 5th grade classrooms to generate interest and share schedule options / courses.
- Visitation to the feeder pattern middle schools.
- Information provided for alternative middle schools in TPS.
- Open house information (provided by the middle schools) is distributed to all current 5th grade parents.

Section D: Challenges

Our students population is diverse economically and culturally. This diversity poses six major challenges for the school:

- A growing number of non-English speaking students present assessment, instructional, and communication challenges.
- The majority of our students come from non-traditional families which have difficulty providing for the basic and health care needs of their children.
- The mobility of the school population often brings children to Marshall that suffer from a history of academic failure in multiple school settings, requiring the immediate and on-going support of a Child Study Team for intervention plan development
- Students entering school lack background knowledge and vocabulary due to poverty, and display behaviors that disrupt the learning climate.
- Mobility, tardiness and attendance impact learning time
- 17% of the student population have individualized education plans, that often include positive behavior support plans

1. INTRODUCTION / PROFILE

1.2 STATISTICAL PROFILE OF THE SCHOOL



Marshall

Home of the Bears!

1142 E 56 Street
Tulsa Oklahoma
918-746-8740

Kayla Robinson, Principal

School colors are blue and gold.

Marshall is a continuous learning calendar school, serving students and families of the Riverwood neighborhood year round. Our programs are designed to meet the needs of a unique community of learners that include students that are learning English as a second language. Our mission is to provide quality instruction with the support of a variety of programs including, Parents as Teachers, an OU Bedlam Community Health Clinic, technology projects, Positive Behavioral Support Services, community education, English language classes for parents and students and extended year options. Marshall has achieved state and national recognition as a successful Literacy First school, constantly increasing the number of students that read at or above grade level through this specialized reading methodology.

Student Information	Activities																																						
<table border="0"> <tr><td>American Indian</td><td>8.5%</td></tr> <tr><td>Asian</td><td>.3%</td></tr> <tr><td>African American</td><td>25.7%</td></tr> <tr><td>Hispanic</td><td>45.1%</td></tr> <tr><td>Caucasian</td><td>20.5%</td></tr> <tr><td>Students on IEP</td><td>19.1%</td></tr> <tr><td>Students with free lunch</td><td>74.0%</td></tr> <tr><td>Attendance</td><td>92.3%</td></tr> <tr><td>Total Students (End of Year 2006)</td><td>366</td></tr> </table> <p>-----</p> <p>Oklahoma Core Curriculum Test — Spring 2006 Regular Ed Scoring Satisfactory or Advanced</p> <table border="0"> <tr> <td></td> <td style="text-align: center;">3rd</td> <td style="text-align: center;">4th</td> <td style="text-align: center;">5th</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">71%</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>Science</td> <td></td> <td></td> <td style="text-align: center;">57%</td> </tr> <tr> <td>Social Studies</td> <td></td> <td></td> <td style="text-align: center;">43%</td> </tr> </table> <p>Adequate Yearly Progress? Yes.</p>	American Indian	8.5%	Asian	.3%	African American	25.7%	Hispanic	45.1%	Caucasian	20.5%	Students on IEP	19.1%	Students with free lunch	74.0%	Attendance	92.3%	Total Students (End of Year 2006)	366		3 rd	4 th	5 th	Math	69%	80%	71%	Reading	85%	100%	85%	Science			57%	Social Studies			43%	<ul style="list-style-type: none"> ◆ Student Council ◆ Student Council ◆ Red Cross ◆ Breakfast program ◆ Scouts ◆ Sports ◆ Safety Patrol
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Staff Information	<ul style="list-style-type: none"> ◆ Full day Kindergarten ◆ Full day 4 year old program ◆ Fine Arts ◆ Computer Lab ◆ Physical Education program ◆ English as a Second Language ◆ Intersession classes ◆ Literacy First 																																						
<table border="0"> <tr><td>Advanced degrees</td><td></td></tr> <tr><td> Doctorate</td><td style="text-align: center;">0</td></tr> <tr><td> Masters</td><td style="text-align: center;">11</td></tr> <tr><td> Bachelor</td><td style="text-align: center;">19</td></tr> <tr><td>Experienced (11+ years)</td><td style="text-align: center;">17%</td></tr> <tr><td>Highly Qualified</td><td style="text-align: center;">100%</td></tr> <tr><td>Attendance</td><td style="text-align: center;">93.8%</td></tr> <tr><td>Minority</td><td style="text-align: center;">3%</td></tr> <tr><td>Gender</td><td></td></tr> <tr><td> Female</td><td style="text-align: center;">29</td></tr> <tr><td> Male</td><td style="text-align: center;">1</td></tr> <tr><td>Student Teacher Ratio</td><td style="text-align: center;">13.6 to 1</td></tr> <tr><td>Classes with 30 or more students (Start time – 8:00, End time – 2:45)</td><td style="text-align: center;">0</td></tr> </table>	Advanced degrees		Doctorate	0	Masters	11	Bachelor	19	Experienced (11+ years)	17%	Highly Qualified	100%	Attendance	93.8%	Minority	3%	Gender		Female	29	Male	1	Student Teacher Ratio	13.6 to 1	Classes with 30 or more students (Start time – 8:00, End time – 2:45)	0													
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1. INTRODUCTION / PROFILE

1.3 MISSION, API / AYP STATUS AND COORDINATION OF SERVICES

The **MISSION** of Marshall Elementary is to provide a quality educational experience for every student, every day, without exception.

To achieve our **MISSION** we are guided by the following **PRINCIPLES**...

- Everyone can and will learn.
- High expectations yield high results.
- Quality learning experiences require:
 - An effective teacher in every classroom;
 - An effective principal in every school;
 - A challenging curriculum;
 - Adequate resources;
 - Continuous improvement in every classroom, office and department;
 - Shared accountability among students, teachers, administrators, staff, parents and community; and
 - A safe, secure, non-threatening, comfortable environment.
- Families and communities are essential partners in the education process.
- Every employee is personally responsible to model ethical behavior, exhibit a strong work ethic and to achieve high performance.
- Every individual has dignity and worth.
- A diverse community of learning requires a variety of educational opportunities.

API / AYP STATUS

API numeric status reporting for Marshall Elementary:

Year	Math –All Students	State Math Target	AYP? Yes, No or SH	Reading – All Students	State Reading Target	AYP? Yes, No or SH
2002-2003	398	648	No	230	622	No
2003-2004	748	790	SH	447	768	SH
2004-2005	651	790	SH	743	768	SH
2005-2006	680	790	SH	610	768	SH

Attendance statistics are:

Year	Attendance Rate	Target Rate
2002 – 2003	90.6 (592)	91.2 (664)
2003 – 2004	92.0 (760)	91.2 (664)
2004 – 2005	93.0 (880)	91.2 (664)
2005- 2006	92.4 (808)	91.2 (664)

1. INTRODUCTION / PROFILE

1.3 MISSION, API / AYP STATUS AND COORDINATION OF SERVICES

COORDINATION OF SERVICES

Marshall Elementary has embedded (integrated and coordinated) the components of Title I and other entitlement programs within the spirit, intent, focus and direction of this SIPlan as evidenced below and within the Action Plans (Chapter 4):

Program	Status Reporting
Title I, Part A	Budget justification *See Appendix A
Title II - Principal / Teacher Training	Resource Teachers / District Professional Development Site-based Instructional Facilitator
Title III - Language Instruction of LEP	ELL support daily Teacher/SIOP trained (new teachers will train in 06-07)
Title IV A - Safe / Drug Free School	Operation Aware (K, 3 rd , 4 th & 5 th grades) and district-wide Red Ribbon week, promoting drug-free lifestyles.
Title VII - Indian Education	Indian Education services, resource advisor, Johnson O'Malley services – at parent request, after-school tutoring
Reading Sufficiency Grant	Reading sufficiency funding is used to provide direct reading instruction to primary students (grades 1-3) performing below grade level in small group settings in an after-school tutorial. Family Involvement Night on a quarterly basis provides strategies for families to develop and participate in reading activities.
Community Programs	Boy Scouts, RIF Book Distribution, In School Connection, Artists in the Classroom, Big Brothers and Sisters Mentoring, Urban Fine Arts Program, Tulsa Ballet Leaps Ahead
School Partners	OU Bedlam Community Health Clinic Family and Children's Services, Positive Behavior Intervention Programs Wraparound Tulsa Tulsa County Health Department Oral Roberts University South Peoria Neighborhood Connection Foundation Southminster Presbyterian Church Trinity United Methodist Church Wild Oats Market Metro Christian School Agora Ministries Jim Shirley Management Summit Bank

1. INTRODUCTION / PROFILE

1.4 IN SUPPORT OF TPS CORE GOALS

TPS Core Goals	Marshall's Complementary Actions
<p>I. Student Learning & Performance By 2010, each student will meet or exceed state and national standards by demonstrating mastery of an individualized and challenging comprehensive curriculum.</p>	<ul style="list-style-type: none"> • P.A.S.S. focused curriculum • Math Specialist/Coach – to support math instruction and provide intervention • Target Teach – to focus (drive) reading and math instruction through continuous assessment (supported by Instructional Facilitator) • Literacy First Process • Literacy First assessments • Yearly Progress Pro – Math Assessments • Reading Sufficiency tutoring • Growing With Mathematics
<p>II. Efficient & Effective Operations By 2010, each Tulsa Public School division, department and office will meet or exceed all generally accepted standards of performance effectiveness.</p>	<ul style="list-style-type: none"> • Tulsa Model for School Improvement • Site Technical Support Team Training • District Accountability Plan • SIPlan - Site Improvement Plan • Performance Excellence
<p>III. Parent/Guardian & Community Involvement By 2010, each school community will demonstrate exceptional parent/guardian involvement and support through 100% membership in its respective parent/guardian association, and the district will triple its Partners-in-Education agreements with community, businesses, institutions, organizations and agencies.</p>	<ul style="list-style-type: none"> • Family Literacy/ Math Nights • Parent-Teacher conferences • PTA / PAC • Student Agendas / Communication logs • Partners in Education: Southminster Presbyterian, Trinity United Methodist, Wild Oats Market, Metro Christian School • Community Partner Agencies: OU Bedlam Health Clinic, Family and Children's Services, Wraparound Tulsa, TCHD • Other Community Partners: South Peoria Neighborhood Connection Foundation, Oral Roberts University (neighborhood projects)
<p>IV. Faculty & Staff Focus By 2010, all employees will be highly qualified in their positions and CHOOSE to remain with TPS.</p>	<ul style="list-style-type: none"> • Professional Development – onsite, district, state, national • On-going site-based Literacy First training and mentoring • Addition of Instructional Facilitator <p>Marshall Elementary is committed to the professional growth and development of each new staff member. When a new staff member arrives he/she is immediately interviewed by the Principal and the Principal "pairs" the new staff member with a compatible, resource-rich and experienced colleague. The senior staff member mentors the new staff member and is charged with the responsibilities of "linking"</p>

	<p>experiences with the needs of the mentee. At grade level / curricular level meetings entire teams provide a network of support, encouragement and resources for each new staff member.</p> <p>The SIPlan process serves as the foundational blueprint in the development of the new staff member's understanding of the instructional / curricular directions of the building. Inherent in the mentor / mentee relationship is a philosophy of two-way communication and sharing of ideas. New staff members are encouraged and promoted to offer suggestion, direction and focus to all activities of the school. They are also encouraged to provide on-site and off-site opportunities to increase the experiential base of the new staff member alternate scheduling processes that are in place, e.g., providing substitute cover, shadowing another staff member, teaming opportunity, participation in small learning communities on focused topics and visiting alternate sites to view programs and approaches. Close partnerships exist between the school and local, regional and state-wide centers of higher learning. Each partner provides all staff members, new and seasoned, with opportunities for coursework, collaboration and other venues of collegial decision-making.</p> <p>Tulsa Public Schools has a Professional Development Program that promotes professional competence of all certified, licensed and support personnel. The District will offer, and all certified employees will participate in, professional development for all topics as may be required by law. Whether or not required by law, the District will offer and all certificated employees will participate in training that includes the following topics: classroom management and student discipline strategies, outreach to parents, diversity and multicultural education and other components as required for school improvement.</p>
<p>V. Quality Performance By 2010, Tulsa Public Schools will win the Malcolm Baldrige National Quality Award.</p>	<ul style="list-style-type: none"> • Full Day Early Childhood Programs • Site-based professional development • Continuous improvement driven by data • Site Technical Support Team

1. INTRODUCTION / PROFILE

1.5 IN SUPPORT OF TPS BELIEFS

TPS Beliefs	Marshall's Complementary Actions
A. Everyone Can & Will Learn	<ul style="list-style-type: none"> • Target Teach • Daily flex skills groups / cross-class and cross grade grouping • Reading Sufficiency tutoring • SIOP Instruction for ELLs • Kagan Cooperative Learning Structures • IEPs / Inclusion
B. High Expectations Yield High Results.	<ul style="list-style-type: none"> • Continuous assessment • Data driven instruction • Data folders / progress reporting • P.A.S.S. based curriculum
C. Effective Teachers in Every Classroom	<ul style="list-style-type: none"> • Professional Development (site and district delivered) • Instructional Facilitator • Peer coaching/planning • Grade level team planning • Resource teacher support
D. Effective Principals in Every School	<ul style="list-style-type: none"> • High Expectations • Delivers site-based professional development • Uses data to monitor program effectiveness • Participates in professional development with staff • Seeks relevant professional growth opportunities • Actively leads and participates in Literacy First Process coaching • Actively engages community • Accessible to parents, teachers and students
E. Safe, Secure, Non-Threatening Environments	<ul style="list-style-type: none"> • Tribes, In-School Connection, Operation Aware • O.U Bedlam Health Clinic • PBS / PBIS • Wraparound Tulsa • TCHD – It's All About Kids • In-class guidance and counseling • Child Study Team

F. Individual Dignity & Worth	<ul style="list-style-type: none"> • Tribes – Life skill development • Kagan Structures to promote collaborative learning • Site philosophy of respect/dignity • Student Council • Student recognition – MVP Award
G. Challenging Curriculum	<ul style="list-style-type: none"> • P.A.S.S. based curriculum • Fine Arts / Visual Arts / P.E. enrichment • Data-driven instruction • Cross-grade flex grouping
H. Adequate Resources	<ul style="list-style-type: none"> • Title I • Reading Sufficiency • Beaumont Foundation Grant • Partners in Education • P.A.S.S. Supplies
I. Continuous Improvement	<ul style="list-style-type: none"> • Professional Development • Data driven instruction (Literacy First, Target Teach, Yearly/Progress Pro, etc.) • Mentor/novice teacher teams • Mentoring other Phase IV Literacy First Schools • Mentoring schools with new PBIS programs
J. Shared Accountability	<ul style="list-style-type: none"> • Title I • Student achievement monitoring • Family participation
K. Families / Communities as Partners	<ul style="list-style-type: none"> • Parent Conferences • PTA Membership • Family Literacy / Math Nights • TCHD Family Events • Community Projects – SPNCF and ORU • Community Agencies: OU Health Clinic, F &CS, Wraparound, TCHD, Big Brothers and Sisters • Partners in Education • Volunteers
L. Variety of Educational Opportunities	<ul style="list-style-type: none"> • Community projects • Orff Music • Urban Fine Arts Program • Tulsa Ballet Leaps Ahead • Exchange City • Study Trips/ “Being There” • Artists in the Schools

1. INTRODUCTION / PROFILE
1.6 NCLB COMPLIANCE ELEMENTS AND BUILDING RESPONSES

NCLB Compliance Elements	Marshall's Response
<p>1. Using research-based strategies that address the school's challenges and support the achievement of adequate yearly progress</p>	<p>Academic Improvement:</p> <ul style="list-style-type: none"> • Data driven, PASS-based curriculum • Reading Sufficiency tutoring • Literacy First Process • Tulsa Model <p>Attendance: Incentives for 100% attendance</p> <ul style="list-style-type: none"> • classes, grade levels & individually • daily, monthly, quarterly, each semester and end of the year
<p>2. Adopting "Best Practices"</p>	<p>Literacy and Math</p> <ul style="list-style-type: none"> • data disaggregation for instructional planning • grade level planning • collaborative planning with library media specialist • Marzano's Instructional Strategies that Work
<p>3. Meeting professional development needs</p>	<p>Literacy and Math</p> <ul style="list-style-type: none"> • site-based training / I.F. • resource teachers • grade level meetings/ planning • book studies
<p>4. Using professional development funds effectively</p>	<p>Instructional Improvement Professional development funds provide for school-wide instructional improvement, (received grant for Kagan Structure 2-day Training, July 06)</p> <p>Data Disaggregation and Use On-going data disaggregation support is provided throughout the year with from Instructional Facilitator and district resource teachers</p>
<p>5. Setting annual goals</p>	<p>Academic: All students will develop language arts and math skills needed to be successful as determined by state and district assessment.</p> <p>Attendance: 95% of students will attend school daily.</p> <p>Climate/Behavior: Students and staff will embrace the 7 Community Guidelines and Life Skills as part of their daily interactions.</p> <p>Parent commitment: Parents will join our PTA and support family activities</p>

NCLB Compliance Elements (continued)	Marshall's Response (continued)
6. Outlining parent notices	<p>School-wide</p> <ul style="list-style-type: none"> • Outdoor marquee sign • Written notices (in Spanish & English) • Announcements at Special Events and Parent Meetings • Auto-dialer • TCHD Outreach • OU Bedlam Clinic Outreach <p>Classroom</p> <ul style="list-style-type: none"> • Conversations with parents • Written notices • Student daily agendas • Parent meetings
7. Assigning responsibilities	Administration creates ownership for student success with teachers and parents supported and assisted by district and guided by the state.
8. Increasing parent involvement	<p>After-school opportunities</p> <ul style="list-style-type: none"> • Family Literacy/Math Nights • Other family activities; bingo, skate night • PTA / other parent meetings • Parent workshops <p>During school opportunities</p> <ul style="list-style-type: none"> • Grade level parent meetings • Fine arts in-formances • Classroom volunteers • Classroom projects and trips <p>At home opportunities</p> <ul style="list-style-type: none"> • Take-home literacy/math activities • Library check-out • Reading and homework logs/agendas
9. Increasing instructional time	<p>Scheduled and protected uninterrupted blocks of instructional time for reading and math</p> <p>Reduction of schoolwide assemblies and programs</p> <p>After-school tutoring</p> <p>Intersession classes – 20 days per year</p>
10. Setting up teacher mentoring	<p>District resource teachers</p> <p>Literacy First coaching</p> <p>Grade level mentoring / Instructional Facilitator</p> <p>Residency year mentors</p>

Early Childhood Data Analysis Resulting in the Following Identified Priorities

The Early Childhood staff of Marshall Elementary utilizes ongoing assessment procedures to implement the following assessment tools.

1. Pre-K Growth Inventory
2. Phonological Awareness Skills Test (P.A.S.T)
3. Literacy First Phonics Assessment

Based upon these tools in conjunction with teacher-made tests, observations and student portfolios, goals for instructional emphasis are:

Reading/Language Arts

- **Phonological/ Phonemic Awareness**
 - Rhyme recognition / rhyme production - **2.1**
 - Phoneme identification – **3.1, 3.2**
- **Vocabulary**
 - Increases listening and speaking vocabulary – **5.1**

Kindergarten Data Analysis Resulting in the Following Identified Priorities

The Kindergarten staff of Marshall Elementary utilizes ongoing assessment procedures to implement the following assessment tools.

1. Kindergarten Skills Inventory
2. Phonological Awareness Skills Test (P.A.S.T.)
3. Literacy First Phonics Assessment
4. Access for ELLs Language Proficiency Test

Based upon these tools in conjunction with teacher-made tests, observations and student portfolios, goals for instructional emphasis are:

Reading/Language Arts

- **Phonological/ Phonemic Awareness**
 - Phoneme blending – **2.6**
- **Phonics**
 - Identify alphabet by sound – **3.2**
- **Vocabulary**
 - Uses new vocabulary in speech – **4.1**

Mathematics

- **Geometry / Spatial Sense – 3.1**
- **Measurement - 4.1, 4.2**
 - Measure objects using nonstandard units of measurement – **4.1**
 - Compare objects according to observable attributes – **4.2**
- **Data Analysis**
 - Create and explain a data display – **5.2**

First Grade Data Analysis Resulting in the Following Identified Priorities

The first grade staff of Marshall Elementary utilizes ongoing assessment procedures to implement the following assessment tools.

1. Phonological Awareness Skills Test (P.A.S.T.)
2. Literacy First Phonics Assessment
3. BEAR Spelling Inventory (2nd semester)
4. Fluency Test (2nd semester)
5. Access for ELLs English Proficiency Test

Based upon these tools in conjunction with teacher-made tests, observations and student portfolios, goals for instructional emphasis are:

Reading / Language Arts

- **Phonological/ Phonemic Awareness**
 - Isolate phonemes within words – **2.5**
 - Add or delete a phoneme change to a word – **2.6**
- **Phonics / Decoding / Phonetic Analysis – 3.1**
- **Vocabulary**
 - Use new vocabulary and language in own speech and writing – **4.3**

Mathematics

- **Number Operations and Computation**
 - Addition and Subtraction – **3.2**
- **Geometry and Measurement**
 - Telling time to the hour and half hour – **4.2a**
 - Identify and name the value of pennies, nickels, dimes and quarters – **4.2b**
- **Data Analysis**
 - Formulate and solve problems that involve collecting and analyzing data – **5.2**

Second Grade Data Analysis Resulting in the Following Identified Priorities

The second grade staff of Marshall Elementary utilizes ongoing assessment procedures to implement the following assessment tools.

1. Phonological Awareness Skills Test
2. Literacy First Phonics Assessment
3. BEAR Spelling Inventory
4. Fluency Assessment
5. Access for ELLs English Proficiency Test
6. Yearly Progress Pro Mathematics Assessment

Based upon these tools in conjunction with teacher-made tests, observations and student portfolios, goals for instructional emphasis are:

Reading / Language Arts

- **Vocabulary / Words in Context - 3.1**
- **Comprehension / Critical Literacy**
 - Literal Understanding – **5.1**
 - Summary and Generalization – **5.3**

Mathematics

- **Number Operations and Computation**
 - Addition and Subtraction – **3.1, 3.2**
- **Geometry and Measurement / Measurement – 4.2**

Third Grade Data Analysis Resulting in the Following Identified Priorities

The third grade staff of Marshall Elementary utilizes ongoing assessment procedures to implement the following assessment tools.

1. Phonological Awareness Skills Test
2. Literacy First Phonics Assessment
3. BEAR Spelling Inventory
4. Fluency Assessment
5. Access for ELLs English Proficiency Test
6. Yearly Progress Pro Mathematics Assessment
7. District Benchmark Assessments – Reading/ Math
8. OCCT

Based upon these tools in conjunction with teacher-made tests, observations and student portfolios, goals for instructional emphasis are:

Reading /Language Arts

- **Comprehension/ Critical Literacy / Analysis and Evaluation – 4.4a**
- **Literature / Literary Elementary – 5.2a, 5.2b**

Mathematics

- **Number Operations and Computation**
 - Estimation - **3.1**
 - Money Problems – **3.3**
- **Geometry and Measurement**
 - Measurement – **4.2**
 - Time and Temperature – **4.4**

The staff at Marshall Elementary has analyzed data and come to the conclusion that **third grade ELLs** need additional help on:

Reading/ Language Arts

- **Vocabulary / Words in Context – 2.1**
- **Comprehension/ Critical Literacy**
 - Literal Understanding – **4.1b**
 - Summary and Generalization – **4.3a**
- **Research and Information / Accessing Information – 6.1c**

Mathematics

- **Patterns and Algebraic Reasoning / Problem Solving – 1.2**
- **Number Sense / Whole Numbers and Fractions – 2.2**
- **Number Operations and Computations**
 - Estimation – **3.1**
 - Money Problems – **3.3**
- **Geometry and Measurement**
 - Measurement – **4.2**
 - Time and Temperature – **4.4**
- **Data Analysis and Probability – 5.0**

Fourth Grade Data Analysis Resulting in the Following Identified Priorities

The fourth grade staff of Marshall Elementary utilizes ongoing assessment procedures to implement the following assessment tools:

1. Literacy First Phonics Test
2. BEAR Spelling Inventory
3. Fluency Assessment
4. Gates Reading Test
5. Access for ELLs English Proficiency Test
6. Yearly Progress Pro Mathematics Assessment
7. District Benchmark Assessments – Reading/Math
9. OCCT

Based upon these tools in conjunction with teacher-made tests, observations and student portfolios, goals for instructional emphasis are:

Reading / Language Arts

- **Research and Information / Accessing Information – 5.1**

Mathematics

- **Number Operations and Computation / Multiplication - 3.1**
- **Data Analysis and Probability / Data Analysis - 5.1**

The staff at Marshall Elementary has analyzed data and come to the conclusion that **fourth grade IEP students** (subgroup) need additional help on:

Reading / Language Arts

- **Vocabulary / Words in Context – 1.1**
- **Comprehension / Critical Literacy / Summary and Generalization – 3.3**
- **Literature / Literary Elements – 4.2**

Mathematics

- **Patterns and Algebraic Reasoning / Algebra Patterns – 1.1**
- **Number Operations and Computation**
 - Multiplication – 3.1
 - Estimation – 3.3
- **Geometry and Measurement / Measurement – 4.4**

The staff at Marshall Elementary has analyzed data and come to the conclusion that **fourth grade ELLs** (subgroup) need additional help on:

Reading / Language Arts

- **Vocabulary / Words in Context – 1.1**
- **Comprehension / Critical Literacy**
 - Inferences and Interpretation – 3.2
 - Analysis and Evaluation – 3.4
- **Research and Information / Accessing Information – 5.1**

Mathematics

- **Number Operations and Computation / Multiplication – 3.1**

Fifth Grade Data Analysis Resulting in the Following Identified Priorities

The fifth grade staff of Marshall Elementary utilizes ongoing assessment procedures to implement the following assessment tools.

1. Literacy First Phonics Assessment
2. BEAR Spelling Inventory
3. Fluency Assessment
4. Access for ELLs English Proficiency Test
5. Gates Reading Test
6. Yearly Progress Pro Mathematics Assessment
7. District Benchmark Assessments – Reading/Math
8. OCCT

Based upon these tools in conjunction with teacher-made tests, observations and student portfolios, goals for instructional emphasis are:

Reading / Language Arts

- **Literature / Literary Elements – 4.2**
- **Research and Information / Accessing Information – 5.1**

Mathematics

- **Patterns and Algebraic Reasoning**
 - Algebra Patterns – 1.1
 - Problem Solving – 1.2
- **Geometry and Measurement**
 - Geometric Figure Prop – 4.1
 - Perimeter / Area – 4.2
 - Convert Measurement – 4.5

The staff at Marshall Elementary has analyzed data and come to the conclusion that **fifth grade IEP students** (subgroup) need additional help on:

Reading / Language Arts

- **Vocabulary / Words in Context – 1.1**
- **Comprehension / Critical Literacy**
 - Literal Understanding – **3.1**
 - Inferences and Interpretation – **3.2**
- **Literature / Literary Elements – 4.2**
- **Research and Information / Accessing Information – 5.1**

Mathematics

- **Patterns and Algebraic Reasoning / Algebra Patterns – 1.1**
- **Number Operations and Computation / Estimation – 3.1**
- **Geometry and Measurement**
 - Geometric Figure Prop – **4.1**
 - Perimeter / Area – **4.2**
 - Convert Measurement – **4.5**

The staff at Marshall Elementary has analyzed data and come to the conclusion that **fifth grade ELLs** (subgroup) need additional help on:

Reading / Language Arts

- **Comprehension / Critical Literacy**
 - Literal Understanding – **3.1**
 - Inferences and Interpretation – **3.2**
- **Literature / Literary Elements – 4.2**
- **Research and Information / Accessing Information – 5.1**

Mathematics

- **Patterns and Algebraic Reasoning**
 - Algebra Patterns – 1.1
 - Problem Solving – 1.2
- **Number Operations and Computation / Estimation – 3.1**

- **Geometry and Measurement**
 - Geometric Figure Prop – 4.1
 - Perimeter / Area – 4.2
 - Convert Measurement – 4.5

Building-Wide Attendance Data Analysis Resulting in the Following Identified Priorities

Marshall Elementary utilizes ongoing assessment procedures and tools to measure and monitor the school's attendance rate. The following reports are utilized to gather data on an on-going basis.

1. Daily Attendance Reports
2. Absentee phone call reports / Auto-dialer
3. Weekly attendance reports by class and grade
4. Schoolwide quarterly attendance report

Based upon data collected from these tools, the schoolwide attendance goal is 95% attendance. During the 02-03 school year, Marshall's attendance rate fell below the 91.2% required to make adequate yearly progress at 90.6%. Attendance improved the following two years as a result of concentrated efforts outlined in the school action plan, but remains an area of concern. Last year's (2005-06) attendance rate was 93%. Additional action steps will be required to continue to increase attendance to the new goal of 95%, ensuring that the school will continue to make AYP.

Building-Wide Climate/Behavior Data Analysis Resulting in the Following Identified Priorities

Marshall Elementary utilizes building and district suspension reports to measure the effectiveness of our efforts to teach students to utilize a set of lifeskills to ensure a positive, safe and caring learning community for all members of the school. The following reports are utilized:

1. Suspensions by class and grade (school generated)
2. Suspensions by offense (district report)
3. Quarterly suspension reports

Suspension data from the 2005-2006 school year indicates that schoolwide suspensions are low. A total of 21 suspension days were issued to students, primarily for the offense of fighting and disruptive behavior. The school's new suspension goal is to reduce by 50% the total number of days that students are issued out-of-school suspension.

3. BUILDING GOALS

4.1 Language Arts

Marshall Elementary is committed to mastery of a language arts curriculum that will ensure all students are literate and can engage successfully in reading, discovering, creating, and analyzing spoken, written, electronic and visual texts. Instruction will include reading/literature (print awareness, phonological awareness, phonics, vocabulary, fluency, comprehension), writing/ grammar/ usage and mechanics, oral language/ listening and speaking, and visual literacy.

Progress Report for the 2005-06 School Year:

Though Marshall's total API score in reading decreased from 743 to 610, gains were evident at grades 4 and 5, with 100% of regular students at 4th grade achieving at a satisfactory or above score. Third grade reading scores declined, with the greatest deficits in comprehension / critical literacy, especially for ELLs.

4.2 Mathematics

Marshall Elementary is committed to mastery of a mathematics curriculum that helps all children understand and interpret their world, and solve the problems that occur in it. Instruction will include: patterns/ algebraic reasoning, number sense, number operations/ computation, geometry and measurement, and data analysis/ probability.

Progress Report for the 2005-06 School Year:

Marshall 's total math API increased from 651 to 680, with the greatest gains at 4th grade, where 80% of the students achieved at a satisfactory level or above as compared to only 17% last year. Fifth grade math scores declined, with all areas of geometry and measurement problematic for all subgroups.

4.3 Attendance

Marshall Elementary students will attend school daily, arriving in a timely manner, with a readiness for purposeful learning.

Progress Report for the 2005-06 School Year:

Marshall Elementary achieved a yearly average attendance rate of 92.4% (05-06), slightly below the previous year's average of 93.0%. Improving attendance is an issue critically related to making AYP, and requires more focused efforts for improvement.

4.4 Climate

Marshall Elementary is a learning community based upon respect, individual worth, and collaboration. Marshall Elementary students will develop the lifeskills necessary to ensure a positive, safe and caring learning community for all members of the school. Parents, students and staff members commit to work together to ensure quality learning experiences for every child, everyday.

Marshall Elementary is a district model Positive Behavior Supports site, serving as a mentor site for other school in the first phases of implementation.

Progress Report for the 2005-06 School Year:

The school consistently uses the Child Study Team as a vehicle for accessing the arrays of supports now available at the school for students and their families. Census in therapeutic services remains at the highest possible level, while out-of-school suspensions continue to remain low.

4. ACTION PLANS BY INDIVIDUAL GRADE LEVEL

4.1 Language Arts / English

Focus of Improvement: Early Childhood Language Arts **School Improvement and Achievement Plan**

School: Marshall Elementary

School Year: 2006-2007

Goal: All Early Childhood students will demonstrate proficiency of the basic literacy skills needed to be successful in kindergarten as determined by Literacy First and district-wide assessments.

Achievement Objective: All Early Childhood students will be able to demonstrate proficiency at grade level or show an improvement within the areas of **Phonological Awareness**, 2.1, **Phonemic Awareness**, 3.1 and 3.2, and **Vocabulary**, 5.1.

Benchmark: 80% of pre-kindergarten students will demonstrate proficiency in **Phonological Awareness/Hearing**, identifying and making oral rhymes **2.1**, in **Phonemic Awareness/** Increasing the ability to work with individual phonemes in spoken words **3.1** and Recognizing which words in a set begin with the same sound **3.2**, and in **Vocabulary/** Showing a steady increase in listening and speaking vocabulary **5.1** as documented by district skills inventories and Literacy First assessments.

Interventions / Strategies

Phonological Awareness/Hearing, identifying and making oral rhymes **2.1**

The pre-kindergarten teacher will use a book that contains several rhymes for the word family that is being studied i.e. –eep. The teacher will read a book (*Sheep in a Jeep*) orally with the children listening for words that end in –eep. The story is read a second time and the children give a high thumbs up signal everytime they hear a word that rhymes with jeep. After the story, the students will create silly words that rhyme with jeep, like threep.

Phonemic Awareness/ Increasing the ability to work with individual phonemes in spoken words **3.1** and Recognizing which words in a set begin with the same sound **3.2**

The pre-kindergarten teacher will use elkonan boxes and one bingo chip for each child. The teacher will say a word and then divide it up by phonemes. The teacher will then have the students listen for the beginning/middle/end. The teacher will say the phonemes again and watch the students place the bingo chip in the proper place- the beginning/middle or end.

Vocabulary/ Showing a steady increase in listening and speaking vocabulary **5.1**

Pre-Kindergarten teachers will use Marzano's

Benchmark Assessment

Tulsa Public Schools PK Growth Inventory (Pre-test in fall, post-test in spring)

Quarterly with ongoing updates:

- Phonological Awareness Skills Test

Weekly:

- Portfolios
- Teacher made assessments

Daily:

- Teacher observation

<p>vocabulary instruction strategy using imagery based techniques. The teacher will picture walk with the students. The teacher will introduce new vocabulary words. Students will give ideas as to what the student means and the teacher will draw an image to go next to the word. After reading the story, the students will go back to the vocabulary words and decide if the picture matches. Place a sentence strip from the story on the board. Have the students find the sentence in the story and read it out loud. Students will act out the meaning of the word in relation to the story. Students make up their own sentences for the vocabulary word. Use new vocabulary words in everyday conversations.</p>	
<p>Professional Development</p> <p>The pre-kindergarten teachers will participate in demo lessons with the building Instructional Facilitator. They will meet with their grade level and early childhood teams on a weekly basis for on-going professional development. They will attend refresher Literacy First training by the building consultant.</p>	<p>Parental Participation</p> <p>Communicating:</p> <ul style="list-style-type: none"> • Daily agendas • Daily homework • Parent conferences • Progress reports <p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets • Family literacy nights • Parent grade level meetings • Reading logs
<p>Instructional Technology Integrated Strategies</p> <p>The pre-kindergarten teachers will utilize two networked programs to increase phonological and phoneme awareness. Earobics and Waterford systems are utilized by every student. They teach the children phonological awareness and phonics skills to mastery. Websites to be used for vocabulary: www.pbskids.org/clifford/stories.com and www.pbskids.org/lions.com</p>	

4. ACTION PLANS BY INDIVIDUAL GRADE LEVEL

4.1 Language Arts / English

Focus of Improvement: Early Childhood Language Arts
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2005-2006

Goal: All Early Childhood students will have developed literacy skills needed to be successful in kindergarten as determined by Literacy First and district-wide assessments.

Achievement Objective: All Early Childhood students will be able to demonstrate the ability to distinguish words in a sentence (concept of spoken word), and recognize a rhyme.

Benchmark: Students will attain satisfactory level or higher on the PK Growth Inventory and demonstrate mastery of PK phonological awareness skills as measure by the P.A.S.T.

<p>Interventions / Strategies / Activities</p> <ul style="list-style-type: none"> • Two-Hour Daily Literacy Block • Flexible Group Instruction following the Literacy First phonological awareness continuum. • Whole Group Instruction that includes read alouds, echo and choral reading, walls that teach, fluency skills, skill reinforcement, and vocabulary development • Literacy Centers • Monitored Independent Reading • Reading manipulatives • LeapFrog Interactive Technology <p>Procedural specificity will be detailed in individual teacher lesson plans.</p>	<p>Benchmark Assessment</p> <p>Tulsa Public Schools PK Growth Inventory (Pre-test in fall, post-test in spring)</p> <p>Quarterly with ongoing updates:</p> <ul style="list-style-type: none"> • Phonological Awareness Skills Test <p>Weekly:</p> <ul style="list-style-type: none"> • Portfolios • Teacher made assessments <p>Daily:</p> <ul style="list-style-type: none"> • Teacher observation
<p>Professional Development</p> <ul style="list-style-type: none"> • Literacy First demonstration lessons with peers, Literacy Coach and principal • Peer Coaching and sharing with early childhood and kindergarten teams • Refresher Literacy First Training – PDI • Ongoing training in staff meetings • Weekly team meetings to discuss and examine student work and progress 	<p>Parental Participation</p> <p>Communicating:</p> <ul style="list-style-type: none"> • Daily agendas • Weekly newsletters • Parent/ Teacher conferences • Progress reports • Grade level parent meetings <p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets • Family literacy nights • Reading logs • Daily homework

Focus of Improvement: Kindergarten Language Arts
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2006-2007

Goal: All Kindergarteners will demonstrate proficiency of the basic literacy skills needed to be successful in first grade as determined by district-wide assessment and Literacy First assessments.

Achievement Objective: All kindergarten students will be able to demonstrate proficiency at grade level or show an improvement within the areas of **Phonological / Phonemic Awareness, 2.6, Phonics/ Decoding, 3.2, and Vocabulary, 4.1**

Benchmark: 80% of kindergarten students will demonstrate proficiency in **Phonological/Phonemic Awareness/Begins to blend phonemes to form a word 2.6**, in **Phonics/Decoding/ Identifying the alphabet by sound 3.2**, and in **Vocabulary/ using new vocabulary and language in own speech 4.1**, as documented by the district skills inventory and Literacy First assessments.

<p>Interventions / Strategies</p> <p>Phonological/Phonemic Awareness/Begins to blend phonemes to form a word 2.6 The kindergarten teacher will use Elkonan boxes and bingo chips to motion word phonemes. The children will push one chip into each box that has a phoneme and then use all the phonemes to make the word.</p> <p>Phonics/Decoding/ Identifying the alphabet by sound 3.2 The kindergarten teacher will use the strategy of Marzano’s cooperative learning to help the children identify alphabet letters by sound. Then students will be given a letter per pair of students. When the teacher gives the letter sound aloud, the students discuss with their partner, if they have the letter that makes that sound.</p> <p>Vocabulary/ using new vocabulary and language in own speech 4.1. The kindergarten teacher will utilize a vocabulary graphic organizer from <i>Words, Words, Words</i> . The child will write the vocabulary word/draw a pictoral representation of the word on a card. On the right side identify objects with pictures that are like the vocabulary word. On the opposite side identify objects with pictures that are not like the vocabulary word.</p>	<p>Benchmark Assessments</p> <p>Tulsa Public Schools Kindergarten Growth Inventory (Pre-screening in August, Post-screen in May)</p> <p>Quarterly with ongoing updates:</p> <ul style="list-style-type: none"> • Phonological Awareness Skills Test • Literacy First Phonics Assessment <p>Weekly:</p> <ul style="list-style-type: none"> • Portfolios • Other teacher-made assessments <p>Daily:</p> <ul style="list-style-type: none"> • Homework review • Teacher observation
<p>Professional Development</p> <p>The kindergarten teachers will participate in demo lessons with the building Instructional Facilitator. They will meet with their grade level and early childhood teams on a weekly basis for on-going professional development. They will attend refresher Literacy First training by the building consultant.</p>	<p>Parental Participation</p> <p>Communicating:</p> <ul style="list-style-type: none"> • Daily Agendas • Weekly newsletters • Website information and pictures • Parent/Teacher Conferences • Progress Reports • Grade level parent meetings <p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets

	<ul style="list-style-type: none"> • Schoolwide Literacy Nights • Reading Logs • Daily Homework
<p>Instructional Technology Integrated Strategies</p> <p>The kindergarten teachers will work with the library media specialist to create projects using Kidspiration and Power Point computer applications to create graphic organizers and presentations. The children will utilize Earobics and Waterford computer systems. Each program teaches phonological awareness and phonics to mastery. They will also utilize www.unitedstreaming.com in their classroom to bring real life videos and experiences to the children.</p>	

Focus of Improvement: Kindergarten Language Arts
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2005-2006

Goal: All Kindergarteners will have acquired the basic literacy skills needed to be successful in first grade as determined by district-wide assessment and Literacy First assessments.

Achievement Objective: All kindergarten students will be able to demonstrate the mechanics of reading (concept of written word), phonological awareness skills of rhyme and recognizing phonemes, and beginning phonics skills (letter names and sounds).

Benchmark: Students will attain satisfactory level or higher on the Kindergarten Growth Inventory and demonstrate mastery of Kindergarten phonological awareness skills as measured by the P.A.S.T., and phonics skills as measured by the Literacy First Phonics Assessment.

Interventions / Strategies / Activities

- **Two-Hour Daily Literacy Block**
- **Flexible Group Instruction** following the Literacy First phonological awareness and phonics continuums.
- **Whole Group Instruction** that includes read alouds, echo and choral reading, walls that teach, fluency skills, skill reinforcement, and vocabulary development
- **Literacy Centers**
- **Monitored Independent Reading**
- **Carbo Recorded Books / Power Paks**
- **Accelerated Reader**
- **LeapFrog Interactive Technology**
- **Collaborative Projects with Library Media Specialist**
- **Intersession Classes (20 additional instructional days)**

Procedural specificity will be detailed in individual teacher lesson plans.

Benchmark Assessments

Tulsa Public Schools Kindergarten Growth Inventory (Pre-screening in August, Post-screen in May)

Quarterly with ongoing updates:

- Phonological Awareness Skills Test
- Literacy First Phonics Assessment

Weekly:

- Portfolios
- Other teacher-made assessments

Daily:

- Homework review
- Teacher observation

Professional Development

- Literacy First demonstration lessons with peers, Literacy Coach and principal
- Peer Coaching and sharing with early childhood and kindergarten teams
- Refresher Literacy First Training – PDI
- On-going training in staff meetings
- Weekly team meetings to discuss and examine student work and progress

Parental Participation

Communicating:

- Daily Agendas
- Weekly newsletters
- Website information and pictures
- Parent/Teacher Conferences
- Progress Reports
- Grade level parent meetings

Learning at Home:

- Take home literacy packets
- Schoolwide Literacy Nights
- Reading Logs
- Daily Homework

Focus of Improvement: First Grade Reading
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2006-2007

Goal: All first grade students will achieve reading and language arts proficiency at grade level or above on district assessments and Literacy First assessments.

Achievement Objective:

Benchmark: 80% of first grade students will demonstrate grade level proficiency in the areas of **Phonological/Phonemic Awareness/** Isolate phonemes within words by identifying the beginning, middle and ending sounds **2.5**, and adding or deleting phonemes to change a word **2.6**, in **Phonetic Analysis/**Applying phonics knowledge **3.1** and **Vocabulary, 4.3** as documented by teacher-made assessments and Literacy First assessments.

Interventions / Strategies

Phonological/Phonemic Awareness/ Isolate phonemes within words by identifying the beginning, middle and ending sounds and adding or deleting phonemes to change a word **2.6**

The first grade teacher will use Elkonan boxes and bingo chips to motion word phonemes. The children will push one chip into each box that has a phoneme and then use all the phonemes to make the word.

Phonetic Analysis/Applying phonics knowledge **3.1**

The first grade teacher will utilize Marzano's cooperative learning strategy. Each child will be given a card with either a word that has the CVC or CVCe pattern. The children must find the person in the room that has the card that matches theirs (e.g. 'cut' needs to find 'cute'). The pair then reads their words aloud to the group discussing what makes the short/long sound.

Vocabulary, 4.3/ Use new vocabulary and language in own speech

The first grade teacher will utilize a vocabulary graphic organizer from *Words, Words, Words*. The child will write the vocabulary word/draw a pictorial representation of the word on a card. On the right side identify objects with pictures that are like the vocabulary word. On the opposite side identify objects with pictures that are not like the vocabulary word.

Benchmark Assessments

Quarterly with ongoing updates:

- Phonological Awareness Skills Test
- Literacy First Phonics Assessment
- BEAR Spelling Inventory

Three times per year:

- Fluency Assessment

Weekly:

- Portfolios / Data folders

Daily:

- Daily homework check
- Journals / Agendas
- Teacher Observation

<p>Professional Development</p> <p>The first grade teachers will participate in demo lessons with the building Instructional Facilitator. They will meet with their grade level and early childhood teams on a weekly basis for on-going professional development. They will attend refresher Literacy First training by the building consultant.</p>	<p>Parental Participation</p> <p>Communicating:</p> <ul style="list-style-type: none"> • Daily Agendas • Weekly newsletters • Website information and pictures • Parent/Teacher Conferences • Progress Reports • Grade level parent meetings <p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets • Schoolwide Literacy Nights • Reading Logs • Daily Homework • PALS Packets
<p>Instructional Technology Integrated Strategies</p> <p>The kindergarten teachers will work with the library media specialist to create projects using Kidspiration and Power Point computer applications to create graphic organizers and presentations. Earobics and Waterford will also be utilized. Both programs teach phonological awareness and phonics skills to mastery. They will also utilize www.unitedstreaming.com in their classroom to bring real life videos and experiences to the children.</p>	

Focus of Improvement: First Grade Reading
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2005-2006

Goal: All first grade students will achieve reading proficiency at grade level or above on district assessments and Literacy First assessments.

Achievement Objective: All first grade students will be able to demonstrate phonemic awareness skills (initial and final sounds), phonics skills (decoding), and comprehension skills of retelling and summarizing.

Benchmark: Students will demonstrate mastery of skills as measured by the Phonological Awareness Skills Test and Literacy First Phonics Assessment, and achieve a score of 80% on district benchmark assessments.

<p>Interventions / Strategies / Activities</p> <ul style="list-style-type: none"> • Two-Hour Daily Literacy Block • Flexible Group Instruction following the Literacy First phonological awareness and phonics continuums. • Whole Group Instruction that includes read alouds, echo and choral reading, walls that teach, fluency skills, skill reinforcement, and vocabulary development • Literacy Centers • Monitored Independent Reading • Carbo Recorded Books / Power Paks • Accelerated Reader • Collaborative Projects with Library Media Specialist • Intersession Classes (20 additional instructional days) • After-school Tutoring <p>Procedural specificity will be detailed in individual teacher lesson plans.</p>	<p>Benchmark Assessments</p> <p>Quarterly with ongoing updates:</p> <ul style="list-style-type: none"> • Phonological Awareness Skills Test • Literacy First Phonics Assessment • BEAR Spelling Inventory <p>Every six weeks:</p> <ul style="list-style-type: none"> • Target Teach Benchmarks <p>Three times per year:</p> <ul style="list-style-type: none"> • Fluency Assessment <p>Weekly:</p> <ul style="list-style-type: none"> • Yearly Progress Pro Language Arts Assessment • Portfolios / Data folders <p>Daily:</p> <ul style="list-style-type: none"> • Daily homework check • Journals / Agendas • Teacher Observation
<p>Professional Development</p> <ul style="list-style-type: none"> • Literacy First demonstration lessons with peers, Literacy Coach and principal • Peer Coaching and sharing with other grade level teams • Refresher Literacy First Training – PDI • On-going training in staff meetings • Weekly team meetings to discuss and examine student work and progress 	<p>Parental Participation</p> <p>Communicating:</p> <ul style="list-style-type: none"> • Daily Agendas • Weekly newsletters • Website information and pictures • Parent/Teacher Conferences • Progress Reports • Grade level parent meetings <p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets • Schoolwide Literacy Nights • Reading Logs • Daily Homework

Focus of Improvement: Second Grade Reading
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2006-2007

Goal: All second grade students will achieve reading and language arts proficiency at grade level or above on Literacy First assessments.

Achievement Objective: All second grade students will be able to show mastery of second grade skills in **Vocabulary/ Words in context 3.1** and in **Comprehension/Critical Literacy** in Literal Understanding **5.1** and Summary and generalization **5.3**

Benchmark: 80% of second graders will show grade level proficiency in the areas of **Vocabulary/ Words in context 3.1** expand vocabulary in language and writing by reading and listening to a variety of texts. and in **Comprehension/Critical Literacy** in Literal Understanding **5.1** and Summary and generalization **5.3** as measured by teacher-made assessments and the Literacy First assessments.

Interventions / Strategies

Vocabulary/ Words in context 3.1 expand vocabulary in language and writing by reading and listening to a variety of texts.

The second grade teachers will utilize current fluency research by Tim Rasinski. The teachers will utilize various Reader's Theater readings in their classrooms. They will work in small groups using Marzano's cooperative learning strategy. They will then perform the theater in front of their classmates and other classes.

Comprehension/Critical Literacy in Literal Understanding **5.1**

The second grade teachers will utilize KWL charts and Venn Diagrams before/after reading aloud fiction and non-fiction text. During the read aloud, the teacher will use think aloud visualization strategies from *7 Keys to Comprehension* by Susan Zimmerman. The students will then complete the graphic organizers and use them to retell the story.

Comprehension/Critical Literacy Summary and generalization **5.3**

The second grade teacher will read aloud a text to the students. Each child will be given a vinyl glove. On the fingers of the glove they will write who, what, when, where, and why. In the middle of the glove they will write 'main idea'. They will complete the glove as a group about the story that was read. The teacher will model using the glove the retell the story and write a one sentence summary. Student's will work in pairs to retell the story to each other and write a one sentence summary.

Benchmark Assessments

Quarterly with ongoing updates:

- Phonological Awareness Skills Test
- Literacy First Phonics Assessment
- BEAR Spelling Inventory

Three times per year:

- Fluency Assessment

Weekly:

- Portfolios / Data folders

Daily:

- Daily homework check
- Journals / Agendas
- Teacher Observation

<p>Professional Development</p> <p>The second grade teachers will work in grade level teams in weekly team meetings for regular professional development. They will complete a refresher book study on Zimmerman's <i>7 Keys to Comprehension</i>. They will then complete a book study on Tim Rasinski's <i>The Fluent Reader</i> with the Instructional Facilitator in the building.</p>	<p>Parental Participation</p> <p>Communicating:</p> <ul style="list-style-type: none"> • Daily Agendas • Weekly newsletters • Website information and pictures • Parent/Teacher Conferences • Progress Reports • Grade level parent meetings <p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets • Schoolwide Literacy Nights • Reading Logs • Daily Homework • PALS Packets
<p>Instructional technology Integrated Strategies</p> <p>The second grade team will work with the library media specialist to cooperatively plan units of study using Kidspiration software to create graphic organizers to aid in fiction and non-fiction comprehension. The students will also utilize the Earobics phonological awareness computer program that teaches phonological skills to mastery.</p>	

Focus of Improvement: Second Grade Reading
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2005-2006

Goal: All second grade students will achieve reading proficiency at grade level or above on district assessments and Literacy First assessments.

Achievement Objective: All second grade students will be able to demonstrate phoneme manipulation, phonics skills (decoding), and comprehension skills of retelling, summarizing and predicting.

Benchmark: Students will demonstrate mastery of grade level skills as measured by the Phonological Awareness Skills Test and Literacy First Phonics Assessment, and achieve a score of 80% on district benchmark assessments.

<p>Interventions / Strategies / Activities</p> <ul style="list-style-type: none"> • Two-Hour Daily Literacy Block • Flexible Group Instruction following the Literacy First phonological awareness and phonics continuums. • Whole Group Instruction that includes read alouds, echo and choral reading, walls that teach, fluency skills, skill reinforcement, and vocabulary development • Literacy Centers • Monitored Independent Reading • Carbo Recorded Books / Power Paks • Accelerated Reader • Collaborative Projects with Library Media Specialist • Intersession Classes (20 additional instructional days) • After-school Tutoring <p>Procedural specificity will be detailed in individual teacher lesson plans.</p>	<p>Benchmark Assessments</p> <p>Quarterly with ongoing updates:</p> <ul style="list-style-type: none"> • Phonological Awareness Skills Test • Literacy First Phonics Assessment • BEAR Spelling Inventory <p>Every six weeks:</p> <ul style="list-style-type: none"> • Target Teach Benchmarks <p>Three times per year:</p> <ul style="list-style-type: none"> • Fluency Assessment <p>Weekly:</p> <ul style="list-style-type: none"> • Yearly Progress Pro Language Arts Assessment • Portfolios / Data folders <p>Daily:</p> <ul style="list-style-type: none"> • Daily homework check • Journals / Agendas • Teacher Observation
<p>Professional Development</p> <ul style="list-style-type: none"> • Literacy First demonstration lessons with peers, Literacy Coach and principal • Peer Coaching and sharing with other grade level teams • Refresher Literacy First Training – PDI • On-going training in staff meetings • Weekly team meetings to discuss and examine student work and progress 	<p>Parental Participation</p> <p>Communicating:</p> <ul style="list-style-type: none"> • Daily Agendas • Weekly newsletters • Website information and pictures • Parent/Teacher Conferences • Progress Reports • Grade level parent meetings <p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets • Schoolwide Literacy Nights • Reading Logs • Daily Homework

Focus of Improvement: Third Grade Regular Students, Reading
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2006-2007

Goal: All third grade regular students will demonstrate language arts and reading proficiency at grade level or above grade level on the OCCT.

Achievement Objective: All third grade regular students will be able to demonstrate proficiency at grade level or show an improvement within the areas of **Comprehension and Critical Literacy/** Analysis and Evaluation – Analyze characters including their traits, relationships, feelings and changes in text, **4.4a**, and **Literature /** Using Literary Elements – Compare and contrast plots, settings or characters and recognize themes that occur across literary works, **5.2a and 5.2b**.

Benchmark: Minimally, third grade regular students will achieve a percentage growth of 5% in **Comprehension and Critical Literacy /** Analysis and Evaluation **4.4**, and in **Literature /** Using Literary Elements – **5.2a and 5.2b**, *resulting in an 80% Median Percent Correct on the spring 2007 OCCT.*

<p>Interventions / Strategies</p> <p>Comprehension and Critical Literacy / Analysis and Evaluation – Analyze characters including their traits, relationships, feelings and changes in text, 4.4a Third grade teachers will use Marzano’s strategy of identifying similarities and differences to analyze characters including traits, relationships, feelings and changes. Using a Venn diagram, the teacher will lead the class in a compare/contrast of two stories with similar themes, first providing explicit guidance in identifying the similarities and difference, then asking students to independently identify similarities and differences.</p> <p>Literature / Using Literary Elements – 5.2a and 5.2b Third grade teachers will also use Marzano’s strategy of identifying similarities and difference to compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts, and to recognize themes that occur across literary works with the aid of various graphic organizers.</p>	<p>Benchmark Assessments OCCT in the spring</p> <p>Quarterly with ongoing updates:</p> <ul style="list-style-type: none"> • Literacy First Phonics Assessment • BEAR Spelling Inventory <p>Every three weeks:</p> <ul style="list-style-type: none"> • District Benchmarks <p>Three times per year:</p> <ul style="list-style-type: none"> • Fluency Assessment <p>Weekly:</p> <ul style="list-style-type: none"> • Portfolios / Data folders <p>Daily:</p> <ul style="list-style-type: none"> • Daily homework check • Journals / Agendas • Teacher Observation
<p>Professional Development</p> <p>Third grade teachers will participate in team meetings/trainings with the Instructional Facilitator where the use of Marzano’s strategies (similarities and differences) are reviewed and practiced. Third grade teachers will compile a bank of graphic organizers to use as story characters are compared and contrasted, and as plots, settings and</p>	<p>Parental Participation Communicating:</p> <ul style="list-style-type: none"> • Daily Agendas • Weekly newsletters • Website information and pictures • Parent/Teacher Conferences • Progress Reports • Grade level parent meetings

<p>characters from books by the same author are compared/ contrasted. The library media specialist will participate in this professional development, assisting teachers in selecting books to utilize in lessons.</p> <p>Third grade teachers will also review Chapter 4: Questioning of <u>7 Keys to Comprehension</u> by Susan Zimmerman. Used in a previous book study, this chapter guides teachers to help student read with questions in mind, aiding them in recognizing the similarities and differences in characters, plots, settings and themes across literary works.</p>	<p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets • Schoolwide Literacy Nights • Reading Logs • Daily Homework • PALS Packets
<p>Instructional Technology Integrated Strategies Comprehension and Critical Literacy / Analysis and Evaluation – 4.4, and Literature / Using Literary Elements, 5.2a and 5.2b Students will create visual charts and graphic organizers using Kidspiration/ Inspiration or a comparison matrix using Microsoft Word. The matrix may be created in advance by teachers, saved on the desktop for students to fill in and print as needed.</p>	

Focus of Improvement: Third Grade ELL Students, Reading
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2006-2007

Goal: All third grade ELL students will demonstrate language arts and reading proficiency at grade level or above grade level on the OCCT.

Achievement Objective: All third grade ELL students will be able to demonstrate proficiency at grade level or show an improvement within the areas of **Vocabulary / Words in Context** – Use context clues to determine the meaning of grade-level appropriate words **2.1**, **Comprehension and Critical Literacy / Literal Understanding** – Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading **4.1b** and **Summary and Generalization** – recognize main ideas, key concepts, key actions and supporting details **4.3a**, and **Research and Information / Accessing Information** – access information from charts, maps, graphs, schedules, directions, and diagrams **6.1c**.

Benchmark: Minimally, the third grade ELL students will achieve a percentage growth of 14% in **Vocabulary / Words in Context – 2.1**, in **Comprehension and Critical Literacy**, 32% growth in **Literal Understanding 4.1b**, and 30% growth in **Summary and Generalization 4.3a**, and 37% growth in **Research and Information / Accessing information, 6.1c.**, *all resulting in 70% Median Percent Correct, on the spring 2007 OCCT.*

Interventions / Strategies

Vocabulary / Words in Context – Use context clues to determine the meaning of grade-level appropriate words 2.1

Third grade teachers will utilize strategies from the SIOP model to teach vocabulary to ELLs. First, they will *contextualize key vocabulary* by selecting several key terms from a lesson introducing the terms at the outset of the lesson, systematically defining or demonstrating each and showing how that term is used within the context of the lesson. Another strategy is the *vocabulary self-collection strategy (VSS)*. Students self-select key vocabulary that is essential to understanding content concepts. A class list of vocabulary self-collection words is mutually agreed on by the teacher and the students, and these are reviewed and studied, possibly entered into a word study notebook for use in other oral or written activities.

Comprehension and Critical Literacy / Literal Understanding – Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading – 4.1b

Third grade teachers will first perform a *task*

Benchmark Assessments

OCCT in the spring

Quarterly with ongoing updates:

- Literacy First Phonics Assessment
- BEAR Spelling Inventory

Every three weeks:

- District Benchmarks

Three times per year:

- Fluency Assessment

Weekly:

- Portfolios / Data folders

Daily:

- Daily homework check
- Journals / Agendas
- Teacher Observation

<p><i>analysis</i> - a process in which the student's requisite knowledge is determined. Substantial background building will follow by reviewing key background concepts, introducing vocabulary, leading a picture or text "walk" through the reading material, engaging in simulations or role-plays, or hands-on experiential activities. These activities are outlined in the SIOP.</p> <p>Comprehension and Critical Literacy / Summary and Generalization – recognize main ideas, key concepts, key actions, and supporting details – 4.3b Third grade teachers will utilize Marzano's strategy of summarizing and note taking along with cooperative learning groups while reading a selected story. Students will use Marzano's Rule-Based Summarizing for Younger Students to create a summary of the story. Students will 1. Take out material that is not important to your understanding 2. Take out words that repeat information 3. Replace a list of things with a word that describes the things in the list, and 4. Find a topic sentence, or make one. Cooperative groups will meet to share paragraphs and decide if changes are to be made. Paragraphs will be combined into two to three final paragraphs, displayed on large butcher paper for discussion of key points. The teacher will help combine the paragraphs into the best possible class summary of the story.</p> <p>Research and Information / Accessing Information – access information from charts, maps, graphs, schedules, directions, and diagrams – 6.1c Third grade teachers will provide <i>authentic</i>, meaningful activities for ELLs that involve the creation of charts, graphs, schedules, directions and diagrams. They will teach students the <i>academic</i> language needed to participate in these activities, such as predict, count, calculate, chart, graph, etc.</p>	
<p>Professional Development Third grade teachers will complete the SIOP training with the district resource teachers, and work with the instructional facilitator to build lessons that include the modifications for ELLs necessary for building vocabulary, linking concepts to students' background, and forming links between past and new learning. Teachers will use the district SIOP model resources for reference and lesson development for ELLs. Teachers will also review the Marzano strategies of summarizing and note-taking with the Instructional Facilitator at grade-level team meetings.</p> <p>Third grade teachers will work with the library media specialist to identify resources that are available in the student's native language. The librarian will</p>	<p>Parental Participation Communicating:</p> <ul style="list-style-type: none"> • Daily Agendas • Weekly newsletters • Website information and pictures • Parent/Teacher Conferences • Progress Reports • Grade level parent meetings <p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets • Schoolwide Literacy Nights • Reading Logs • Daily Homework • PALS Packets

<p>access resources from other libraries for loan to support the use of supplemental materials in Spanish.</p> <p>The library media specialist will train teachers in the use of Kidspiration / Inspiration to create graphic organizers, and Microsoft Excel to create tables, graphs and charts.</p>	
<p>Instructional technology Integrated Strategies</p> <p>The library media specialist will train teachers in the use of Kidspiration / Inspiration to create graphic organizers, and Microsoft Excel to create tables, graphs and charts.</p>	

Focus of Improvement: Third Grade Students, Reading
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2005-2006

Goal: All third grade students will demonstrate reading proficiency at grade level or above on the OCCT.

Achievement Objective: All third grade students will be able to demonstrate advanced decoding skills, high level comprehension skills and vocabulary skills needed for grade level reading fluency.

Benchmark: Students will demonstrate mastery of grade level skills as measured by the Phonological Awareness Skills Test and Literacy First Phonics Assessment, achieve a score of 80% on district benchmark assessments, and progress to the next performance level on the OCCT.

<p>Interventions / Strategies / Activities</p> <ul style="list-style-type: none"> • Two-Hour Daily Literacy Block • Flexible Group Instruction following the Literacy First phonological awareness and phonics continuums. • Whole Group Instruction that includes read alouds, echo and choral reading, walls that teach, fluency skills, skill reinforcement, and vocabulary development • Literacy Centers • Monitored Independent Reading • Carbo Recorded Books / Power Paks • Accelerated Reader • Collaborative Projects with Library Media Specialist • Intersession Classes (20 additional instructional days) • After-school Tutoring • Data Folders <p>Procedural specificity will be detailed in individual teacher lesson plans.</p>	<p>Benchmark Assessments</p> <p>OCCT in the spring</p> <p>Quarterly with ongoing updates:</p> <ul style="list-style-type: none"> • Phonological Awareness Skills Test • Literacy First Phonics Assessment • BEAR Spelling Inventory <p>Every six weeks:</p> <ul style="list-style-type: none"> • Target Teach Benchmarks <p>Three times per year:</p> <ul style="list-style-type: none"> • Fluency Assessment <p>Weekly:</p> <ul style="list-style-type: none"> • Yearly Progress Pro Language Arts Assessment • Portfolios / Data folders <p>Daily:</p> <ul style="list-style-type: none"> • Daily homework check • Journals / Agendas • Teacher Observation
<p>Professional Development</p> <ul style="list-style-type: none"> • Literacy First demonstration lessons with peers, Literacy Coach and principal • Peer Coaching and sharing with other grade level teams • Refresher Literacy First Training – PDI • On-going training in staff meetings • Weekly team meetings to discuss and examine student work and progress 	<p>Parental Participation</p> <p>Communicating:</p> <ul style="list-style-type: none"> • Daily Agendas • Weekly newsletters • Website information and pictures • Parent/Teacher Conferences • Progress Reports • Grade level parent meetings <p>Learning at Home:</p> <ul style="list-style-type: none"> • Take home literacy packets • Schoolwide Literacy Nights • Reading Logs • Daily Homework

Focus of Improvement: Fourth Grade Regular Students, Reading
School Improvement and Achievement Plan

School: Marshall Elementary

School Year: 2006-2007

Goal: All fourth grade students will demonstrate reading and language arts proficiency at grade level or above on the OCCT.

Achievement Objective: All fourth grade regular students will be able to demonstrate proficiency at grade level or show improvement within the areas of **Research and Information / Accessing Information 5.1**.

Benchmark: Minimally, fourth grade regular education students will achieve a percentage growth of 3% in **Research and Information / Accessing Information – Selecting the best source for a given purpose 5.1, resulting in 70% Median Percent Correct on the spring 2007 OCCT**.

<p>Interventions / Strategies</p> <p>Research and Information / Accessing Information – Selecting the best source for a given purpose 5.1 Fourth grade teachers/students will use a KWHL chart (graphic organizer), as a strategic reading tool to help students identify questions or topics for further research related to selected texts or stories from the Scott Foresman basal reader. Use of the KWHL chart is described in the Literacy First Intermediate manual, pgs. 6-78, 79. As students list questions they want to answer (W), they will also list how they will find out (H). Students will work in small groups to further investigate their question or topic, identifying print, non-print and technological resources for research.</p>	<p>Benchmark Assessments</p> <p>OCCT in the spring</p> <p>Quarterly with ongoing updates:</p> <ul style="list-style-type: none"> • Literacy First Phonics Assessment • BEAR Spelling Inventory <p>Every three weeks:</p> <ul style="list-style-type: none"> • District Benchmark tests <p>Three times per year:</p> <ul style="list-style-type: none"> • Fluency Assessment <p>Weekly:</p> <ul style="list-style-type: none"> • Portfolios / Data folders <p>Daily:</p> <ul style="list-style-type: none"> • Daily homework check • Journals / Agendas • Teacher Observation
<p>Professional Development</p> <p>Fourth grade teachers will participate in on-going team meetings/ trainings with the Instructional Facilitator where the use of the KWHL Chart will be reviewed, Literacy First Intermediate manual, pgs. 6-78, 79. The library media specialist will participate in on-going professional development, assisting teachers in identifying print, non-print and technological resources that students may identify for the (H) section of the graphic organizer, “<i>How we will find out.</i>”</p>	<p>Parental Participation</p> <p>Communicating:</p> <ul style="list-style-type: none"> • Daily Agendas • Weekly newsletters • Website information and pictures • Parent/Teacher Conferences • Progress Reports • Grade level parent meetings <p>Learning at Home:</p> <ul style="list-style-type: none"> • Schoolwide Literacy Nights • Reading Logs • Daily Homework • PALS Packets

Instructional Technology Integrated Strategies	
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The fourth grade teachers will participate in cooperative units with the library media specialist. The library media specialist will be responsible for assisting teachers to use Kidspiration/Inspiration to create graphic organizers. The media specialist will also assist the teachers and students through use of the school's online databases.