

Reading

Reading Goal: All students will comprehend narrative, expository, technical, and persuasive text.

What data supports the selection of the reading goal?

KS Reading Assessment: In 2000-2001, 74% of the fifth grade students scored proficient or above. In 2001-2002, 74% of the fifth grade students scored proficient or above. In 2002-2003, 69% of the fifth grade students scored proficient or above. In 2003-2004, 67% of the fifth grade students scored proficient or above. In 2004-2005, 83% of the fifth grade students scored proficient or above.

In 2000-2001, 86% of the eighth grade students scored proficient or above. In 2001-2002, 86% of the eighth grade students scored proficient or above. In 2002-2003, 84% of the eighth grade students scored proficient or above. In 2003-2004, 88% of the eighth grade students scored proficient or above. In 2004-2005, 90% of the eighth grade students scored proficient or above. The Standard of Excellence was achieved in Grade 8 Reading in 2000, 2004, and 2005.

ITBS: During the 2003-2004 school year we changed from spring to fall ITBS testing and tested students in grades 1, 3, 5, and 7. In 2003-2004 on Reading Total, students in grade 1 scored 58 NCE; students in grade 3 scored 53 NCE; students in grade 5 scored 60 NCE; and students in grade 7 scored 53 NCE. In 2004-2005 on Reading Total, students in grade 1 scored 55 NCE; students in grade 3 scored 61 NCE; students in grade 5 scored 64 NCE; and students in grade 7 scored 49 NCE.

Reading

What populations will be targeted for improvement?

KS Reading Assessment: Students in the Unsatisfactory and Basic categories of the Kansas Reading Assessment and formative assessments will be targeted for improvement.

ITBS (Local Formative Assessment): For those students who fall into the lower two categories of the Kansas Reading Assessment, we will cross-reference their scores with the ITBS to determine which students should be targeted for improvement.

Strategies/Programs/	Person(s)	Resources Needed	Timeline	Monitoring
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Reading

Expectations	Responsible			Plan
<p>Students in K-8 will use attributes of narrative, expository, technical, and persuasive texts to comprehend and organize the text.</p> <ul style="list-style-type: none"> • Narrative: story elements—characters, setting, plot (problem-solution), theme (3rd), initiating event (6th), foreshadowing (6th), flashback (6th) • Expository: text structure, graphic features, topic, main idea, supporting details • Technical: text structure, graphic features, topic • Persuasive: text structure, issue, position, evidence, informed stand 	<p style="text-align: center;">Pat Jones Reneé McKernan Carla Meyer Shelly Schmelzle Odette Helm Carole Sperflage Tamela Becker Carol Sack Deb Olberding Arminda Feldkamp Ryan Noël David Warner Dee Lizzol Briana Evans Carol Koch Jeff Koch Roxanne Thomas Deitra Claas Thelma Linck</p>	<p><u>Time:</u></p> <ul style="list-style-type: none"> •Training for staff. •Sharing information at grade level meetings. •Formal and informal collaboration time for staff. <p><u>Money:</u></p> <ul style="list-style-type: none"> •Adequate funds to cover expenses of training and materials. <p><u>People:</u></p> <ul style="list-style-type: none"> •Staff previously listed. •Trainers (Vicki Bechard, Mary Jo Fox, other consultants as appropriate). <p><u>Materials:</u></p> <ul style="list-style-type: none"> •Various informational texts. •Reading textbooks. •<i>Time for Kids</i>. •<i>Scope Magazine</i>. •<i>Odyssey Magazine</i>. 	<ul style="list-style-type: none"> •August 2004 to end of Cycle III. 	<p><u>Student Monitoring</u></p> <ul style="list-style-type: none"> •Local formative assessments (ITBS) are given in grades 1,3,5, and 7. <p><u>Teacher Monitoring</u></p> <ul style="list-style-type: none"> •Teachers will utilize a standards-based checklist regularly to design reading instruction.

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Strategies/Programs/ Expectations	Person(s) Responsible	Resources Needed	Timeline	Monitoring Plan
<p>Students in K-8 will use Reciprocal Teaching.</p> <ul style="list-style-type: none"> • Predict • Clarify • Question • Summarize 	<p>Pat Jones Renee McKernan Carla Meyer Odette Helm Carole Sperflage Shelly Schmelzle Tamela Becker Carol Sack Deb Olberding Arminda Feldkamp Ryan Noël David Warner Dee Lizzol Briana Evans Carol Koch Jeff Koch Roxanne Thomas Deitra Claas Thelma Linck</p>	<p><u>Time:</u></p> <ul style="list-style-type: none"> •Training for staff. •Sharing information at grade level meetings. •Formal and informal collaboration time for staff. <p><u>Money:</u></p> <ul style="list-style-type: none"> •Adequate funds to cover expenses of training and materials. <p><u>People:</u></p> <ul style="list-style-type: none"> •Staff previously listed. •Mary Jo Fox, reading trainer. <p><u>Materials:</u></p> <ul style="list-style-type: none"> •Various informational texts. •Reading textbooks. •<i>Time for Kids</i>. •<i>Scope Magazine</i>. •<i>Odyssey Magazine</i>. 	<ul style="list-style-type: none"> •August 2004 to end of Cycle III. 	<p><u>Student Monitoring</u></p> <ul style="list-style-type: none"> •Local formative assessments (ITBS) are given in grades 1,3,5, and 7. <p><u>Teacher Monitoring</u></p> <ul style="list-style-type: none"> •Teachers will utilize a standards-based checklist regularly to design reading instruction.

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<p>Students in K-8 will use various graphic organizers to help organize their prior knowledge and their understanding of text during and after reading.</p> <p>Possible graphic organizers to use in Reading:</p> <ul style="list-style-type: none"> • Narrative: Story Map, Heart/Hand, RAFT, Venn Diagram, KWL, Inference/Drawing Conclusions, QAR, Character Map • Expository: KWL, Facts (Mary Jo), SQ3R, Venn Diagram, PEP Map, Timeline, Inference/Drawing Conclusions • Technical: Flow Chart, Timeline, Scientific Method, 4-Step Problem Solver • Persuasive: Persuasive Graphic Organizer 	<p>Pat Jones Reneé McKernan Carla Meyer Shelly Schmelzle Odette Helm Carole Sperfslage Tamela Becker Carol Sack Deb Olberding Arminda Feldkamp Ryan Noël David Warner Dee Lizzol Briana Evans Carol Koch Jeff Koch Roxanne Thomas Deitra Claas Thelma Linck</p>	<p>Time:</p> <ul style="list-style-type: none"> • Training for staff. • Sharing information at grade level meetings. • Formal and informal collaboration time for staff. <p>Money:</p> <ul style="list-style-type: none"> • Adequate funds to cover all expenses of training and materials. <p>People:</p> <ul style="list-style-type: none"> • Staff previously listed. • Trainers (Vicki Bechard, Mary Jo Fox, other consultants as appropriate). <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teaching Reading in the Content Areas</i> books for staff members. • <i>Teaching Reading in the Content Areas</i> packet. • Graphic organizers packet. • Various other informational texts. 	<p>• August 2004 to end of Cycle III.</p>	<p>Student Monitoring</p> <ul style="list-style-type: none"> • Local formative assessments (ITBS) are given in grades 1,3,5, and 7. <p>Teacher Monitoring</p> <ul style="list-style-type: none"> • Teachers will utilize a standards-based checklist regularly to design reading instruction.

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<p>Students in K-8 will use vocabulary strategies to help them understand the text they are reading. Vocabulary strategies include:</p> <p>Possible vocabulary strategies include: Wide Reading Learning New Words Context Word Consciousness</p> <p>Possible vocabulary graphic organizers to use:</p> <ol style="list-style-type: none"> 1. Frayer Model 2. Semantic Maps 3. Venn Diagram 4. Story Impressions 5. Concept Definition Mapping 6. Word Splash 7. Word Map 	<p>Pat Jones René McKernan Carla Meyer Shelly Schmelzle Odette Helm Carole Sperfslage Tamela Becker Carol Sack Deb Olberding Arminda Feldkamp Ryan Noël David Warner Dee Lizzol Briana Evans Carol Koch Jeff Koch Roxanne Thomas Deitra Claas Thelma Linck</p>	<p>Time:</p> <ul style="list-style-type: none"> •Training for staff. •Sharing information at grade level meetings. •Formal and informal collaboration time for staff. <p>Money:</p> <ul style="list-style-type: none"> •Adequate funds to cover expenses of training and materials. <p>People:</p> <ul style="list-style-type: none"> •Staff previously listed. •Trainers (Vicki Bechard, Mary Jo Fox, other consultants as appropriate). <p>Materials:</p> <ul style="list-style-type: none"> •<i>Teaching Reading in the Content Areas</i> books for staff members. •<i>Teaching Reading in the Content Areas</i> packet. •Various other informational texts. 	<ul style="list-style-type: none"> •Pilot: 3rd-5th teachers will pilot during fall of 2004. •Initiate with rest of staff Spring 2005. •Implement in 2005-2006 school year. 	<p>Student Monitoring</p> <ul style="list-style-type: none"> •Local formative assessments (ITBS) are given in grades 1,3,5, and 7. <p>Teacher Monitoring</p> <ul style="list-style-type: none"> •Teachers will utilize a standards-based checklist regularly to design reading instruction.