

**Priority # 1** Reading proficiency for our students in grades 3-5 will rise from 90.2% to 95% on the End of Grade Reading Test

<b>Justification:</b> <i>(Based on Comprehensive Needs Assessment)</i>	<ul style="list-style-type: none"> <li>• With the rigor and standards of the new common core curriculum, we strive to be proficient on our reading EOG scores even though scores will not be released until next fall.</li> <li>• Our Free and Reduced Lunch Eligibility reflects over half of our population (around 60%).</li> <li>• Based upon the released scores, STAR benchmarks, Running Records, and Fall benchmarks of fluency, we know many students are performing below grade level at the start of the academic year.</li> </ul>
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<b>Schoolwide Component</b>	<b>Action Steps</b>	<b>Timeline (including Benchmark assessment)</b>	<b>Person(s) Responsible</b>
<b>School Reform Strategies</b>	<p>The McGraw Hill Reading Core used for Teacher Directed Reading in grades 1-5</p> <p>Open Court Phonics program implemented in grades K-2</p> <p><u>Words Their Way</u> implemented in grades K-5.</p> <p>School-wide scheduling revised to provide additional support and smaller group size during guided reading times in grades K-5</p> <p>Dibels fluency assessments used as benchmarks and progress monitoring</p> <p>IEPs and PEPs aligned to reflect use of strategies.</p> <p>Responsiveness to Instruction (RTI) implemented K-5 with ongoing interventions and progress monitoring.</p> <p>Renaissance Place Products (STAR Reading, Accelerated Reader, and Early Literacy) used at benchmark periods school-wide and as a progress monitoring tool for students needing intervention.</p> <p>Purchase of quarterly benchmarks from CASE 21 in grades 3-5 in reading, math and science to accurately reflect student mastery of materials aligned with state standards and our county-wide pacing guides.</p>	Yearlong	All classroom teachers, EC teachers, Support Staff, Reading Specialists, Instructional Coach and Principal
<b>Highly Qualified Staff</b>	All students are assigned teachers that are identified as Highly Qualified Teachers.	Yearlong	Principal/Personnel Department

<p><b><u>High quality and ongoing professional development</u></b></p>	<p>Renaissance Place Training filtered down through staff</p> <p>Continued RTI (Responsiveness to Instruction) Training</p> <p>New Evaluation Instrument for Teachers</p> <p>County-wide training provided on Core Curriculum for the 2012-2013 school year.</p> <p>CHAMPS training</p>	<p>Yearlong</p>	<p>Instructional Coaches to train all teachers</p> <p>Classroom Teachers Enrichment Team</p> <p>Certified Staff;Instructional Coach;Principal</p> <p>Classroom Teachers</p>
<p><b><u>Teacher Recruitment and Placement</u></b></p>	<p>New teachers receive support and mentoring from Instructional Coach</p> <p>Teachers given time out of class to observe a model classroom.</p>	<p>Yearlong</p>	<p>Certified staff , Instructional Coach</p>
<p><b><u>Teacher Involvement in Assessment Use</u></b></p>	<p>Cross grade level representatives on the School Improvement Team and the Student Support Team to review/implement strategies needed for success of all students.</p> <p>Review the effectiveness of instruction and analyze needs/areas for review at the end of each quarter with the CASE 21 assessments.</p> <p>Renaissance Place Benchmarks conducted September, January, and May to ensure all students falling below the 25<sup>th</sup>% are receiving intervention and progress monitoring as needed in core areas</p>	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p>	<p>SIT Team Members SST Team Members</p> <p>Classroom Teachers / Enrichment Team</p> <p>Classroom Teachers / Enrichment Team</p>
<p><b><u>Parent Involvement</u></b></p>	<p>Burke County Public Schools Performance Indicators sent home at the start of the year.</p> <p>Parent Conferences conducted to discuss progress, scores, concerns, etc.</p> <p>Take-home Reading Program began in all grades to ensure children are reading nightly with text at their independent reading level</p> <p>Parent Contracts utilized through interventions in RTI</p> <p>One book/ one school</p>	<p>September</p> <p>November, January, and June</p> <p>Yearlong</p> <p>Yearlong</p> <p>March</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers;Instructional Coach, Reading Specialist, Principal</p> <p>Classroom teachers and Support Staff School Faculty/parents</p>

<b><u>Transition Plans</u></b> <b><u>(PreK-K)</u></b>	Individual Pre-K/Kindergarten Conferences	November, January, and June	Pre-K/Kindergarten Teachers
	Staggered Entrance for student adjustment	August	Pre-K/Kindergarten Teachers
<b><u>Activities for Students</u></b> <b><u>Experiencing Difficulty</u></b>	EC Teachers to provide pull-out and inclusion instruction to meet the needs of EC students' IEPs	Yearlong	EC Teachers
	Reading Specialists/Interventionists provide additional and inclusion instruction to struggling readers.	Yearlong	Title I Teachers
	504s developed for students with medical diagnoses	Yearlong	Classroom Teachers
	Monthly SST (Student Support Team) meetings held to discuss concerns/interventions of particular students.	Yearlong	SST Committee
	Modified Instruction/Scheduling for students who are unsuccessful on classroom work and assessments.	Yearlong	Classroom Teachers
	Intervention Teacher – 4/5 grades to work with students needing remediation AND with gifted students to insure growth for ALL of our students.	Yearlong	Classroom Teachers Instructional Assistant
	After-school Intervention Program (Reading Rocks)	November - June March – May	Support Teacher via Title I Funding Classroom Teachers
<b><u>Coordination and</u></b> <b><u>Integration of Federal,</u></b> <b><u>State and Local Services</u></b>	Monthly leadership meetings organized and conducted prior to implementation with the purpose of setting common goals and expected outcomes.	Yearlong	Principal/School Leadership Team

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