

# Goal Details

**Harmon Elementary School**

St. Clair Shores, Michigan, United States

Prepared for the Michigan Department of Education

Goal Development Status: Approved

Goal Progress Status: Open

# Goal Details

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# Goal: Reading

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in reading.

**Gap Statement :** Based on a review of student achievement data sources (MEAP scores), only 80% of our third grade students are scoring proficient compared to the goal of 100% proficiency (as compared to 87% the previous year).

**Cause for Gap :** Based on MEAP summary data, only 42% of our students with disabilities are proficient as compared to the students without disabilities who are 94% proficient.

Based on the MEAP demographic data, 84% of the third grade females are proficient and the third grade males are 76% proficient.

Based on the MEAP demographic data, 76% of the economically disadvantaged students are scoring proficient as compared to 83% of the the students who are not economically disadvantaged.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP is administered annually.

DRA/MLPP is administered quarterly.

Parent survey

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** We will close the gap in achievement. Students with disabilities will make a 12% increase in achievement. Progress will be monitored quarterly using DRA assessments.

Male students and students who are economically disadvantaged will make a 2% increase in achievement.

Students identified in the gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion of student assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the school improvement plan.

**Contact Name :** Amy Gaglio

## List of Objectives:

ID	Objective
12461	We will close the gap in achievement. Students with disabilities will make a 12% increase in achievement. Progress will be monitored quarterly using DRA assessments. Male students and students who are economically disadvantaged will make a 2% increase in achievement. Students identified in the gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion of student assessment results (formative and summative). In addition,

ongoing meetings will be convened to monitor implementation and impact of the school improvement plan.

## 1.1. Objective: Increase reading achievement

**Measurable Objective Statement to Support Goal :** We will close the gap in achievement. Students with disabilities will make a 12% increase in achievement. Progress will be monitored quarterly using DRA assessments.

Male students and students who are economically disadvantaged will make a 2% increase in achievement.

Students identified in the gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion of student assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the school improvement plan.

### List of Strategies:

ID	Strategy
12461	Staff will implement Daily 5 reading system to increase the ability of students to read to self, read to others, listen to stories, and complete word work for all students including students with disabilities, economically disadvantaged, and male students.
12461	Staff will increase reading achievement through the use of guided reading.
12461	Teachers will increase reading achievement through the use of phonemic awareness activities in grades K-2 and through phonics instruction in grades 3-5.

### 1.1.1. Strategy: Daily 5

**Strategy Statement:** Staff will implement Daily 5 reading system to increase the ability of students to read to self, read to others, listen to stories, and complete word work for all students including students with disabilities, economically disadvantaged, and male students.

#### Selected Target Areas

SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning

SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

SAR 3.6 Allocates and protects instructional time to support student learning

SAR 3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

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

The implementation of Daily 5 by teachers has been shown to increase student achievement in reading by utilizing differentiated instruction. According to Gail Boushey and Joan Moser, the Daily 5 is a student driven management structure designed to fully engage students in reading and writing (The Daily 5 Fostering Literacy Independence in the Elementary Grades, Gail Boushey and Joan Moser).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff meetings will be utilized to view Daily 5 videos: * review all five Daily Five components * structure of literacy block to ensure 90 minutes of instructional time * determine mini lessons based upon identified student needs	09/13/2010	12/17/2010	Principal Building leadership team Staff
Staff will participate in a book study of the Daily 5 book by Gail Boushey and Joan Moser.	09/13/2010	06/10/2011	Principal Building leadership team Staff
Grade level meetings and collegial visits utilized to: * review all five Daily Five components * structure of literacy block to ensure 90 minutes of instructional time * determine mini lessons based upon identified student needs * analyze reading data	09/13/2010	06/08/2012	Principal Building leadership team Staff K-12 English Language Arts Committee
Building will: *commit to a literacy block of 90 minutes per day *commit to implementation of Daily 5 Grade levels will: *structure Daily 5 within their literacy blocks appropriate to their grade level Individual teachers will: *structure literacy block to include read to self, read to others, listen to reading and word work *collect and analyze data to drive instruction including mini lessons	09/13/2010	06/08/2012	Principal Building leadership team Staff

**1.1.1.1. Activity: Staff will review the videos on Daily 5 reading management program.**

**Activity Description:** Staff meetings will be utilized to view Daily 5 videos:

- \* review all five Daily Five components
- \* structure of literacy block to ensure 90 minutes of instructional time
- \* determine mini lessons based upon identified student needs

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal Building leadership team Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 12/17/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Videos	General Funds	500.00	0.00
Staff meetings	No Funds Required	0.00	0.00

**1.1.1.2. Activity: Staff will participate in a book study of the Daily 5 by Boushey and Moser**

**Activity Description:** Staff will participate in a book study of the Daily 5 book by Gail Boushey and Joan Moser.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal  
Building leadership team  
Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/10/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Daily 5 book	General Funds	250.00	0.00
Staff meetings	No Funds Required	0.00	0.00

**1.1.1.3. Activity: Collegial discussions implementing Daily 5.**

**Activity Description:** Grade level meetings and collegial visits utilized to:

- \* review all five Daily Five components
- \* structure of literacy block to ensure 90 minutes of instructional time
- \* determine mini lessons based upon identified student needs
- \* analyze reading data

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal  
 Building leadership team  
 Staff  
 K-12 English Language Arts Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/08/2012

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00
Collegial visits (substitutes)	General Funds	600.00	0.00

**1.1.1.4. Activity: Staff will develop a literacy block.**

**Activity Description:** Building will:  
 \*commit to a literacy block of 90 minutes per day  
 \*commit to implementation of Daily 5

Grade levels will:  
 \*structure Daily 5 within their literacy blocks appropriate to their grade level

Individual teachers will:  
 \*structure literacy block to include read to self, read to others, listen to reading and word work  
 \*collect and analyze data to drive instruction including mini lessons

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal  
 Building leadership team  
 Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/08/2012

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

Student books on tape	General Funds	300.00	0.00
Literacy library books	General Funds	500.00	0.00

### 1.1.2. Strategy: Guided reading

**Strategy Statement:** Staff will increase reading achievement through the use of guided reading.

#### Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.6 Allocates and protects instructional time to support student learning

#### Other Required Information for Strategy

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

One particular research-based strategy, guided reading, is an important "best practice" associated with today's balanced literacy instruction. The National Reading Panel (2000) argued that balanced approaches are preferable when teaching children to read, based on their review of scientific research-based reading instructional practices used by teachers in classrooms across the country. Additionally, guided reading practices as part of a balanced literacy program conforms to the recommendations on literacy as suggested in position statements by the International Reading Association/The National Association for the Education of Young Children (1998), and the National Council of Teachers of English (2002).

Guided Reading teaches students to be strategic and read for meaning (Tobin, 2008).

Students receiving Guided Reading instruction did just as well on phonics assessments compared to commercial phonics programs (Wilson et al., 2004; Martens et. al, 2005).

<http://www.heinemann.com/fountasandpinnell/researchLLI.aspx>

<http://www.heinemann.com/products/08863.aspx>

<http://www2.scholastic.com/browse/article.jsp?id=4343>

<http://olc.spsd.sk.ca/de/pd/instr/strats/guided/teacher.html>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Buildings will: *commit to a literacy block of 90 minutes to include guided reading Grade levels will: *commit to implementing guided reading groups 5 days per week Individual teachers will: *commit to implementing guided reading groups for Tier 3 at least 5 days per week, Tier 2 at least 3 days per week, Tier 1 2 days per week	09/13/2010	11/05/2010	Principal Building leadership team Staff
Individual teachers will analyze data in order to group students according to appropriate reading, fluency, or comprehension levels. DRA's will be given three times per year. Oral reading records will be given three times per card marking on students in Tier 2 and Tier 3. Data collected from all assessments will be analyzed in order to form groups.	09/13/2010	06/08/2012	Principal Staff
Staff will utilize staff meetings to: *analyze data to develop mini lesson addressing student needs *develop the mini lessons which may include but not limited to phonemic awareness, phonics, fluency, comprehension, reading strategies, vocabulary	09/13/2010	06/08/2012	Principal Building leadership team Staff
Staff will receive *training in NWEA in order to be used three times per year *training in DATA Director in order to input and analyze reading data gained from guided reading	09/13/2010	06/10/2011	Principal Building leadership team Staff

**1.1.2.1. Activity: Balanced literacy block**

**Activity Description:** Buildings will:

\*commit to a literacy block of 90 minutes to include guided reading

Grade levels will:

\*commit to implementing guided reading groups 5 days per week

Individual teachers will:

\*commit to implementing guided reading groups for Tier 3 at least 5 days per week, Tier 2 at least 3 days per week, Tier 1 2 days per week

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal  
Building leadership team  
Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 11/05/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

**1.1.2.2. Activity: Grouping of students**

**Activity Description:** Individual teachers will analyze data in order to group students according to appropriate reading, fluency, or comprehension levels. DRA's will be given three times per year. Oral reading records will be given three times per card marking on students in Tier 2 and Tier 3. Data collected from all assessments will be analyzed in order to form groups.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal  
Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/08/2012

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Planning time	No Funds Required	0.00	0.00

**1.1.2.3. Activity: Mini lessons**

**Activity Description:** Staff will utilize staff meetings to:

- \*analyze data to develop mini lesson addressing student needs
- \*develop the mini lessons which may include but not limited to phonemic awareness, phonics, fluency, comprehension, reading strategies, vocabulary

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal  
Building leadership team  
Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/08/2012

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00
Literacy library	General Funds	500.00	0.00
Daily 5 Cafe book by Gail Boushey and Joan Moser	General Funds	200.00	0.00
Florida Center for Research	No Funds Required	0.00	0.00
Rebecca Sitton Spelling Program	No Funds Required	0.00	0.00
Words Their Way	General Funds	175.00	0.00

**1.1.2.4. Activity: Assessment**

**Activity Description:** Staff will receive

\*training in NWEA in order to be used three times per year

\*training in DATA Director in order to input and analyze reading data gained from guided reading

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal

Building leadership team

Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/10/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

**1.1.3. Strategy: Phonemic Awareness/Phonics**

**Strategy Statement:** Teachers will increase reading achievement through the use of phonemic awareness activities in grades K-2 and through phonics instruction in grades 3-5.

### Selected Target Areas

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.5 Communicates the results of student performance and school effectiveness to all stakeholders

### Other Required Information for Strategy

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

First, correlational studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during the first 2 years of instruction. Such evidence suggests the potential importance of phonemic awareness training in the development of reading skills- Report of the National Reading Panel

The ability to hear and manipulate phonemes plays a causal role in the acquisition of beginning reading skills (Smith, Simmons, & Kame'enui, 1998; see References).

The effects of training phonological awareness and learning to read are mutually supportive. "Reading and phonemic awareness are mutually reinforcing: Phonemic awareness is necessary for reading, and reading, in turn, improves phonemic awareness still further." (Shaywitz, 2003, see References)

The meta-analysis revealed that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read. The ability to read and spell words was enhanced in kindergartners who received systematic beginning phonics instruction. First graders who were taught phonics systematically were better able to decode and spell, and they showed significant improvement in their ability to comprehend text- Report of the National Reading Panel

The National Reading Panel determined that the research indicates that phonics is an essential ingredient in beginning reading instruction and found that:

Systematic and explicit phonics instruction--phonics instruction that is direct and follows a particular sequence--is more effective than phonics instruction that is not systematic or no phonics instruction at all.

Systematic, explicit phonics instruction is most effective when it begins in kindergarten or first grade.

Systematic, explicit phonics instruction improves children's word recognition, spelling, and reading comprehension skills.

Systematic, explicit phonics instruction benefits all children, regardless of their socioeconomic status.

Systematic, explicit phonics instruction most benefits children who are having difficulty learning to read.

Yopp and Yopp of California State University of Fullerton support that phonemic awareness is critical to a child's success as a reader. They state, "The awareness that the speech stream is made up of a sequence of small units of sound and the ability to manipulate those small units, "phonemic awareness," appears to be

critical for readers of an alphabetic orthography. Why? Because an alphabetic orthography maps speech to print at the level of the phoneme. In other words, users of an alphabetic written system record the smallest units of sound of their spoken language in print."

[http://www.reading.org\\_Publish.aspx\\_page=RT-54-2-Yopp.pdf&mode=retrieve&D=10.1598\\_RT.54.2.2&F=RT-54-2-Yopp](http://www.reading.org_Publish.aspx_page=RT-54-2-Yopp.pdf&mode=retrieve&D=10.1598_RT.54.2.2&F=RT-54-2-Yopp)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
All teachers will review components of Making Words by Patricia Cunningham and implement phonemic awareness/phonics lessons within established literacy block (example: word work in Daily 5).	09/13/2010	06/08/2012	Principal K-12 English Language Arts Committee Building leadership team Staff
All teachers will review components of Words Their Way and implement phonemic awareness/phonics lesson plans within the 90 minute literacy block.	09/13/2010	06/08/2012	Principal K-12 English Language Arts committee Building leadership team Staff
All teachers will review phonics components of Rebecca Sitton, follow the guidelines established by the district spelling committee recommendations (2008-2009), and implement within a 90 minute literacy block.	09/13/2010	06/08/2012	Principal K-12 English Language Arts committee Building leadership team Staff
Faculty will explore several systematic phonics instruction avenues such as K-PALs, First Grade PALs, Sounds Abound, Road to the Code, Road to Reading, BLAST, Phonics First	09/13/2010	06/08/2012	Principal K-12 English Language Arts committee Building leadership team Staff Reading Specialist Speech Therapist
K-3 teachers will use MISD MLPP Benchmark phonemic awareness assessments three times per year (fall, winter, spring). K-5 teachers will use NWEA assessments three times per year (fall, winter, spring).	09/13/2010	06/08/2012	Principal K-12 English Language Arts committee Building leadership team Staff Reading Specialist Speech Therapist

**1.1.3.1. Activity: Making Words by Patricia Cunningham**

**Activity Description:** All teachers will review components of Making Words by Patricia Cunningham and implement phonemic awareness/phonics lessons within established literacy block (example: word work in Daily 5).

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal  
K-12 English Language Arts Committee  
Building leadership team  
Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/08/2012

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Making Words books	General Funds	500.00	0.00

**1.1.3.2. Activity: Words Their Way**

**Activity Description:** All teachers will review components of Words Their Way and implement phonemic awareness/phonics lesson plans within the 90 minute literacy block.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal  
K-12 English Language Arts committee  
Building leadership team  
Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/08/2012

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Words Their Way	General Funds	500.00	0.00

**1.1.3.3. Activity: Rebecca Sitton**

**Activity Description:** All teachers will review phonics components of Rebecca Sitton, follow the guidelines established by the district spelling committee recommendations (2008-2009), and implement within a 90 minute literacy block.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal  
K-12 English Language Arts committee  
Building leadership team

Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/08/2012

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Rebecca Sitton Spelling Program	No Funds Required	0.00	0.00

**1.1.3.4. Activity: Systematic Phonemic Awareness/Phonics Program Review**

**Activity Description:** Faculty will explore several systematic phonics instruction avenues such as K-PALs, First Grade PALs, Sounds Abound, Road to the Code, Road to Reading, BLAST, Phonics First

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal

K-12 English Language Arts committee

Building leadership team

Staff

Reading Specialist

Speech Therapist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/08/2012

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Samples of Selected Phonemic Awareness/Phonics Program	No Funds Required	0.00	0.00

**1.1.3.5. Activity: Phonemic Awareness/Phonics Assessment**

**Activity Description:** K-3 teachers will use MISD MLPP Benchmark phonemic awareness assessments three times per year (fall, winter, spring). K-5 teachers will use NWEA assessments three times per year (fall, winter, spring).

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** Principal

K-12 English Language Arts committee

Building leadership team

Staff

Reading Specialist

Speech Therapist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/13/2010, End Date - 06/08/2012

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
NWEA	No Funds Required	0.00	0.00
MLPP Benchmark Assessments	No Funds Required	0.00	0.00