Student Goal Statement	All students will improve their reading skills of both informational and narrative texts in all content areas.
Gap Statement-Gaps and Gap Analysis	Based on MEAP 2012-2013 reading scores, there was a 43% gap between our 3rd - 5th grade Non-ELL (81%) and ELL students (38%) who scored proficient. A 12% gap between our male (39%) and female (51%) students who scored proficient is also evident. 316 third, fourth and fifth grade students took the MEAP 2012-13 reading assessment. Although it appears as though there is a large gap between our ELL and Non-ELL students, we have a small percentage (26%) of Non-ELL students. 65 Non-ELL students were proficient on this measure.

Cause for Gap	We have a number of students who are new to the country. English Language learners need sufficient time to learn the basic structure of the English Language. Classroom libraries had limited resources to intrigue boys' interest in reading. We are now offering high interest books for boys.	***Multiple Measures*** MEAP ELPA DRA2 SRI Running Records Anecdotal Notes

Strategies to Increase Reading Scores and Narrow Achievement Gap	**Teachers will:** • Focus on depth of knowledge of both narrative and informational texts through various reading strategies. (including close reading) • Focus on comparison (compare/contrast relationships) within and across texts. • Focus on responding to reading with supporting evidence in ELA, science, social studies and math. (QAR)
Professional Learning to Increase Reading Scores and Narrow Achievement Gap	**Teachers will actively engage in the following professional development opportunities:** • *research-based reading strategies, including close reading, that focus on depth of knowledge of both narrative and informational texts by the reading committee, literacy coach and resource teachers during PLC, late start and staff meetings. • * book study of **Close Reading of informational texts: Assessment-Driven Instruction in Grades 3-8 by Sunday Cummins** to engage in an in-depth study of how students can analyze texts for meaning to increase higher order thinking skills in ELA, science, social studies, and math. • comparison (compare/contrast relationships) within and across texts by the reading committee, literacy coach and resource teachers during PLC, late start and staff meetings. • responding to reading through constructed responses to texts by the reading committee, literacy coach and resource teachers during PLC, late start and staff meetings. • *conducting effective strategy and intervention groups to accelerate the growth of at-risk students by the literacy coach and resource teachers during PLC, push in PD and late start/staff meetings. • research-based best practices from the district, resource teachers and the literacy coach during late start and staff meetings.

| | - Question-Answer-Relationships (QAR) strategy during Professional Learning Communities (PLC).
- collaboration with grade level peers on a regular basis to plan and discuss lessons, share ideas, & strategies during PLC, classroom observations, late start sessions and staff meetings.
- collaboration with the literacy coach and the resource teachers as needed to support literacy and intervention instruction.
- research-based strategies to improve reading fluency.
- Language and Literacy strategies (SIOP) during late start and staff meetings.
- analyzing running records and data to determine student growth and next steps to drive instruction during late start and staff meetings (flexible grouping). | | | |

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	- analyzing running records and data to determine student growth and next steps to drive instruction during late start and staff meetings (flexible grouping).

Measureable Objective Statements to Support Goal and Gap	Resources and Budget	Timeline		Responsible Staff
		Beginning	**Ending**	
Students will: - *use close reading activities to increase their depth of knowledge in ELA, science, social studies and math. - respond to reading through constructed responses to texts using unified graphic organizers. - apply reading strategies to increase depth of knowledge of both narrative and informational texts. - summarize major ideas with relevant details and examples of narrative and informational text. - compare and contrast relationships among characters, events, and key ideas using text to text, text to self, and text to world. - use academic vocabulary to construct meaning and increase comprehension. - show knowledge of text features using Thinking Maps and unified graphic organizers. - develop oral language and listening comprehension skills through think, pair, share opportunities. - use QAR strategies when responding to comprehension questions. - utilize CAFÉ strategies across the curriculum to derive meaning from different genres. - apply reading strategies to improve reading fluency. - use Raz Kids to engage in reading and respond to reading opportunities (grades k-3 and newcomers in grades 4-5). - use Imagine Learning to provide strategic language support and develop academic vocabulary (newcomers). - participate in extended learning opportunities including extended day and summer school.	**District** **Title I**	9/4/12	6/13/13	Classroom Teachers, Support Staff, and Administrators
Research used to support strategies used:	Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (Robert Marzano) Language & Literacy for ELLs: Creating Systematic Change for Academic Achievement (John Seidlitz and Melissa Castillo)			

	7 Steps to a Language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students (John Seidlitz and Bill Perryman)
	Making Content Comprehensible for English Learners: The SIOP Model (Jana Echevarria, MaryEllen Vogt, Deborah Short)
	Language and Meaning Strategies (Dr. Mary Schleppegrell)
	Moving Forward with RTI by Mary Howard
	Teacher Talk by Chick Moorman & Nancy Weber
	Notice & Note: Strategies for Close Reading by Kylene Beers & Robert Probst
	Close Reading of informational texts: Assessment-Driven Instruction in Grades 3-8 by Sunday Cummins
Data to Monitor Progress How are you going to measure your success?	SRI (fall, winter, spring)
	Running Records (ongoing)
	DRA2 (fall, winter, spring)
	MEAP (fall)
	Class A (ongoing)
	ELPA (spring)
	Anecdotal Notes in Conferring Notebook (ongoing)
	Schoolwide Data Spreadsheet (ongoing)