

# School Improvement Plan

## PIERCE TERRACE ELEMENTARY SCHOOL

<b>Goal #1:</b> <i>All students will increase and improve <b>comprehension skills</b> using developmental stages of reading.</i>					
<b>Essence of the Goal:</b> <i>All students will increase/improve <b>comprehension skills</b> using a variety of strategies. As a result, they will be able to communicate understanding and make meaning of written language.</i>					
<b>Support Data (from the Profile):</b> Parent/student/teacher information Environmental scans data <i>Developmental Reading Assessment</i> Checklists Read Alouds Observations/Anecdotal Records	<b>Standardized Assessments:</b>  TerraNova – 3 <sup>rd</sup> grade	<b>Local Assessments:</b> <i>Checklists</i> <i>Observations/Anecdotal Records</i> <i>Developmental Reading Assessment</i>			
<b>Intervention:</b> <p style="text-align: center;"><i><b>All teachers will engage students in retelling strategies.</b></i></p>			<b>Research:</b> Clark, Kathleen; Graves, Michael, <i>Scaffolding Students' Comprehension of Text &amp; Huck, Charlotte- Guided Reading Within a Balanced Literacy Program</i>		
<p style="text-align: center;"><b>Activities to implement the intervention:</b></p> <p style="text-align: center;"><i>Our reading comprehension continuum encompasses modeled, shared, guided, and independent activities.</i></p> <p><i>* See attached Intervention Committee Report-February 22, 2007</i></p> <p><b>During Pre-reading Activities</b>  <b>1. Teachers will</b> engage the students in modeled, shared, and guided experiences before reading.  <b>Students will</b> discuss, dramatize, use gestures, relate to their experiences, and interpret pictures clues, use sentence completion and phonemic cues in modeled, shared, guided, and independent reading.</p> <p><b>During Reading Activities</b>  <b>2. Teachers will</b> engage the students in modeled, shared, guided, and independent experiences while reading.  <b>Students will</b> picture read, read silently, read orally (buddy/teacher), and implement reading strategies.</p> <p><b>Post Reading Activities</b>  <b>3. Teachers will</b> engage the students in modeled, shared, guided, and independent experiences after reading.  <b>Students will</b> draw, write, answer questions, retell, discuss, engage in drama activities.</p>	<p style="text-align: center;"><b>Person(s)</b> <b>Accountable: POC</b></p>	<p style="text-align: center;"><b>Timeline</b> <b>Beg. End</b></p>	<p style="text-align: center;"><b>Resources</b> <b>Needed</b></p>	<p style="text-align: center;"><b>Staff Development</b> <b>Activities:</b></p>	
	Certified Staff/ Grade Level Chairs	Aug. 8, 2006	May 25, 2007	Classroom Libraries  Checklists  Folders  Leveled Books  Big Books	<b>DDESS Personnel</b> ISS – Reading and Writing Across the Curriculum  Independent <b>Reading/Research</b> Articles  Pre-Teaching Strategies

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<b>Goal #2:</b> <i>All students will improve <b>written communication skills</b> as is developmentally appropriate.</i>					
<b>Essence of the Goal:</b> <i>All students <b>will write</b> to communicate ideas using drawings, symbols, or words.</i>					
<b>Support Data (from the Profile):</b> Parent/student/teacher information Environmental scans data <i>Read Alouds</i> <i>Observations/Anecdotal Records</i>	<b>Standardized Assessments:</b>	<b>Local Assessments:</b> <i>Observations/Anecdotal Records</i> <i>Conventions of Writing Developmental Scale</i>			
<b>Intervention:</b> <i>Interactive: All teachers will engage students in the <b>Interactive Writing Process</b> daily.</i>			<b>Research:</b> Button, Kathryn; Johnson, Margaret J.; Furgerson, Paige, <i>Interactive Writing in a Primary Classroom.</i>		
<p style="text-align: center;"><b>Activities to implement the intervention:</b></p> <p><i>Teachers will implement a continuum of writing activities to include modeling, shared writing, guided writing and independent writing.</i>  <i>*See attached Intervention Committee Report –February 2, 2007</i></p> <p><b>1. Teachers will</b> demonstrate and actively engage students in modeled writing activities.  <b>Students will</b> attend to demonstrations of modeled writing activities and actively engage in the activity by commenting and/or participating when appropriate.</p> <p><b>2. Teachers will</b> share and work through an interactive writing activity.  <b>Students will</b> share the pen with the teacher to work through a writing activity.</p> <p><b>3. Teachers will</b> engage students in writing with support, instructions, and encouragement.  <b>Students will</b> write with support, instructions, and encouragement from the teacher.</p> <p><b>4. Teachers will</b> provide opportunities and support independent writing activities.  <b>Students will</b> write independently with affirmation and support from the teacher as needed.</p>	<b>Person(s) Accountable: POC</b>	<b>Timeline</b> <b>Beg.    End</b>		<b>Resources Needed</b>	<b>Staff Development Activities:</b>
	Certified Staff/ Grade Level Chairs  Certified Staff/ Grade Level Chairs  Certified Staff/ Grade Level Chairs  Certified Staff	Feb.21, 2007            May 11, 2007		Calendar for each teacher  Chart tablets  Markers  Student writing notebooks  folders	<b>USC Professor</b> – Interactive Writing Workshop  <b>DDESS Personnel</b> ISS – Reading and Writing Across the Curriculum  Independent <b>Reading/Research</b> Articles