

Geilenkirchen Elementary School ACTION PLAN
SY 2004-2005 - Cycle Year 4

STUDENT PERFORMANCE GOAL: All students will improve reading comprehension across the curriculum.

ESSENCE: At James Van Dierendonck Elementary School, reading comprehension means "getting the gist of a text." (DoDEA Curriculum Content Standards, E1 Reading Strand for grades 4-6) "Improve" means that by the end of the school year students will read on grade level or have made one year's growth. This will be accomplished by students: 1) participating on a daily basis in the Four Blocks framework, 2) activating prior knowledge, 3) increasing vocabulary, and 4) reading and writing within a motivated community of learners.

CSP CHAIRS: Edited for Information Security Purposes

PRINCIPAL: John W. Allan

TRIANGULATION OF DATA FROM PROFILE	ASSESSMENTS TO MEASURE GOAL	
	STANDARDIZED	LOCAL / CLASSROOM
Point 1: Terra Nova 2001 - National Median OPI	Terra Nova (grades 3-6) <ul style="list-style-type: none"> • all reading subtests • all language arts subtests Communication Arts Performance	DRA - Diagnostic Reading Assessment Grades K-3
Point 2: Balanced Assessment of Math 2002	Balanced Assessment of Math	SRI - Scholastic Reading Inventory Grades 2-6
Point 3: STAR Early Literacy (K) and Literacy Place Unit Tests (1-2)		Local Writing Assessment Grades K-6
		STAR Early Literacy Grade K

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Intervention #1: Students will use the Self-Selected Reading block based on the Four Block Framework.
Content Standards Supporting Intervention: **ELA E1c.1:** - "Reading literature helps build good reading habits by reinforcing the interest and pleasure that reading holds." **Math 10a:** "...create and use representations to organize, record, and communicate mathematical ideas." **Science S1b:** "...accesses and uses information from a variety of sources."
Social Studies SK1a: "...locate and analyze information from a variety of sources (books, newspapers, periodicals, and computer resources.)"

Research Supporting Intervention: Cunningham, Patricia M., Hall, Dorothy P., Sigmon, Cheryl M. (1999) *The Teacher's Guide to the Four Blocks*, Greensboro, NC: Carson-Dellosa Publishing Company

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
All certified staff will participate in 1-3 days of district sponsored training in Four Blocks and receive the Four Blocks guide for their reference. The training will provide an overview of the Four Blocks Framework and teachers will use the professional book to follow up on training.	Edited	May 02	Oct 02	4 Blocks manual for all teachers and copies for library. Staff development days and PD sub days for training.	All teachers have a basic understanding of Four Blocks and begin pre-implementation.
All certified staff participate in training specific to Self-Selected Reading and how to effectively use it as one tool to increase reading comprehension for students.		Oct 02	Oct 02	Staff development day	All teachers will use Self-Selected Reading in class.
Monthly CSP and study group meetings will be held for all teachers. The focus of these meetings will be the Four Blocks Framework with emphasis on Self-Selected Reading and WWW during the first year.		Sept 02	June 03		Teachers will support one another and share SSR successes

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
Build a leveled library so that teachers have easy access to books at each student's assessed reading level - as determined by the DRA, SRI, and teacher conferences.	Edited	May 02	Feb 04	Purchase of leveled readers for all grades K-6 and storage boxes	CSP meeting to demonstrate how the leveled library can support SSR
Increase the number of quality and up to date books in the school library and purchase the corresponding Reading Counts quizzes. Develop a means to track books that students have read.	Edited	May 02	Feb 04	DoDDS funding for purchase of library books and RC quizzes	
All students participate in Self-Selected Reading activities 20-30 minutes each school day. Evidence of teachers using SSR will be seen in: <ul style="list-style-type: none"> class schedules lesson plans Reading Counts and Book Look reports digital photos of students in SSR 	All teachers	Aug 02	June 03 ongoing	Classroom libraries Leveled library Expanded school library	Previous staff development
All classroom teachers have a reading conference (as per the Four Blocks model) at least once a quarter with every child. Evidence of teachers having these conferences will be seen in: <ul style="list-style-type: none"> Standardized conference sheets maintained in student portfolios Digital photos of teacher-student reading conferences 	All classroom teachers	Sept 03	June 04 ongoing	Standardized conference sheets	Previous staff development

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Intervention #2: Students will use the "Working with Words" based on the Four Blocks Framework.

Content Standards Supporting Intervention: **ELA E3c.2:** - "Children should exhibit a continuing interest in words and experimentation with language." **ELA E4a:** "...demonstrate a basic understanding of the rules of English language...selects the structures and features of language appropriate to the purpose." **Science S1g:** "...communicates findings...using scientific language."

Social Studies SK1b: "...observe, interpret and construct visual data."

Research Supporting Intervention: Cunningham, Patricia M., Hall, Dorothy P., Sigmon, Cheryl M. (1999) *The Teacher's Guide to the Four Blocks*, Greensboro, NC: Carson-Dellosa Publishing Company

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
All certified staff participate in 1-3 days of district sponsored training in Four Blocks and receive the Four Blocks guide for their reference. The training will provide an overview of the Four Blocks Framework and teachers will use the professional book to follow up on training.	Edited	May 02	Oct 02	4 Blocks manual for all teachers and copies for library. Staff development days and PD sub days for training.	All teachers have a basic understanding of Four Blocks and begin pre-implementation.
All certified staff participate in training specific to Working With Words and how to effectively use it as one tool to increase reading comprehension for students	Edited	Oct 02	Oct 02	Staff development day	All teachers will use WWW in class.

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
<p>Monthly CSP and study group meetings will be held for all teachers. The focus of these meetings will be the Four Blocks Framework with emphasis on Working with Words.</p> <p>All teachers plan for and teach a standardized list of words (K-6 and specialists) using one of the defined "Working With Words" activities.</p> <ul style="list-style-type: none"> List of words taught is submitted on a monthly basis Words learned are printed and included in student portfolios. <p>All teachers maintain a "Word Wall" using the standardized list of words.</p> <p>All certified staff will participate in an introduction to Balanced Literacy. In-service will be designed to review parts of the Working With Words block presented in October 2002.</p>	CSP Chairs	Aug 02	June 03	Word Wall lists developed by grade level teachers and specialists.	Regular monthly study groups related to WWW. Teachers will support one another and share WWW successes.
	Classroom Teachers	Sept 03	June 04	Word Wall lists developed by grade level teachers and specialists.	
	Classroom Teachers	Sept 02	On going		Each classroom has a WWW list that is grade and class specific.
	Edited	March 04	May 04	Staff Development Day	Better understanding of the Working With Words Block and how it is part of a complete balanced literacy program.

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Intervention #3: Students will use the Writing Block based on the Four Block Framework and the Six Traits +1 model.
Content Standards Supporting Intervention: **ELA E1 Reading:** - "Reading is the process of understanding written language." **ELA E2 Writing:** "Writing is a process through which a writer shapes language to communicate." and ".....through the process of planning, drafting, getting responses, revising and editing...", **Math M8:** "Use the language of mathematics to express mathematical ideas precisely." **Science S1f/g:** "...communicates findings...using scientific language." **Social Studies SK:** "...acquire information and manipulate data, develop and present policies and debates, construct new knowledge..."

Research Supporting Intervention: Cunningham, Patricia M., Hall, Dorothy P., Sigmon, Cheryl M. (1999) *The Teacher's Guide to the Four Blocks*, Greensboro, NC: Carson-Dellosa Publishing Company; NWREL Six Traits + One, <http://www.nwrel.org>

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
All certified staff will participate in 1-3 days of district sponsored training in Four Blocks and receive the Four Blocks guide for their reference. The training will provide an overview of the Four Blocks Framework and teachers will use the professional book to follow up on training.	Edited	May 02	Oct 02	4 Blocks manual for all teachers and copies for library. Staff development days and PD sub days for training.	All teachers have a basic understanding of Four Blocks and begin pre-implementation.
All certified staff participate in Introduction to Six Traits +1 and work to develop a common language for effective writers.	Edited	May 03	May 03	Staff development day	Introduction of common language and strategies to implement in the classroom: Ideas, Organization, Conventions, Word Choice, Voice, Sentence Fluency and Presentation
All certified staff participate in training more specific to Six Traits +1 and work to further develop a common language for effective writers.	Edited	Aug 03	Aug03	Staff development-- 2 days	

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
<p>Classroom teachers will use the 6 Traits +1 writing model on a daily basis to teach writing and will use a standardized rubric in assessing student progress</p> <ul style="list-style-type: none"> • Review of schedules and lesson plans • Review of student work 	Classroom teachers	Aug 03	On going		Students know and use the 6 Traits in writing and assess using rubric.
<p>Monthly CSP and study group meetings will be held for all teachers. The focus of these meetings will be the Four Blocks Framework with emphasis on Writing Block and 6 traits +1 during the third year.</p>		Sept 03	June 04	Monthly Meetings	Teachers will support one another and share writing successes.
<p>All certified staff participates in training specific to Six Traits +1 to clarify strategies, ideas and implementation.</p>	Edited	Oct 03	Oct 03	Staff development day	Review connection between DoDEA curriculum standards and CSP goal.
<p>All classroom teachers participate in Balanced Literacy Training by 3 lead teachers.</p>	Edited	May 04	May 04	Staff development day	Each grade level decided on grade appropriate writing rubric. Decision made for school wide writing prompts 2 nd and 4 th quarter. Pre & Post writing assessment training.
<p>All certified staff participates in Writing Assessment training. In-service is designed to review rubrics, and to decide on school wide writing prompts/rubrics</p>	Edited	May 04	May 04	Staff development day; examples of school wide writing prompts and 6 traits +1 rubrics.	

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
Teachers will maintain an in-class student-writing folder and collect writing samples, which are submitted quarterly and placed in the CSP file.	Classroom Teachers	Sep 04	On going	CSP student files and filing cabinets Student Writing Folders	Development of student portfolios for reading and writing.
All students will participate in a "Pre and Post Writing Assessment" and all staff & selected parents will participate in scoring this writing assessment <ul style="list-style-type: none"> • Include pre and post writing samples in CSP student file 	CSP Chairs	April 04	May 05	Clerk to assist in filing. Development of prompts and procedures.	Pre & Post Writing Assessment training in May 04
All certified staff will participate in an introduction to Balanced Literacy. In-service will be designed to review parts of the Writing block presented in May 2003.	Edited	March 04	May 04	Staff Development Day	Better understanding of the Writing Block and how it is part of a balanced literacy program.

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Intervention #4: Students will use the Guided Reading Block based on the Four Blocks Framework.

Content Standards Supporting Intervention: ELA E1 Reading: - "Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts to build a sense of what the author means to say.", **Math 10a:** "...create and use representations to organize, record, and communicate mathematical ideas.", **Science S1b/e:** "...accesses, evaluates and uses information...develops logical descriptions, explanations, predictions and models...", **Social Studies SK:** "...acquire information and manipulate data, develop and present policies and debates, construct new knowledge..."

Research Supporting Intervention: Cunningham, Patricia M., Hall, Dorothy P., Sigmon, Cheryl M. (1999) *The Teacher's Guide to the Four Blocks*, Greensboro, NC: Carson-Dellosa Publishing Company

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
All certified staff will participate in 1-3 days of district sponsored training in Four Blocks and receive the Four Blocks guide for their reference. The training will provide an overview of the Four Blocks Framework and teachers will use the professional book to follow up on training.	Edited	May 02	Oct 02	4 Blocks manual for all teachers and copies for library. Staff development days and PD sub days for training.	All teachers have a basic understanding of Four Blocks and begin pre-implementation.
Introduction of common language utilizing "KEY strategies" from Literacy Place.	CSP Chairs	Sep 02	Sep 02	KEYS developed and made by volunteers	KEYS placed in all classrooms.
Counselor and classroom teachers will jointly teach "Life Skills". Books and vocabulary directly related to the "life skills" will be shared through Self-Selected Reading and Guided Reading. Deed of the Week recognition will serve as a motivator for students.	Guidance Counselor and Classroom Teachers	Sep 02	On Going	Life Skills Curriculum and weekly classroom time	Students improve vocabulary related to "life skills" and connect own life experiences to their reading.

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
DRA Training—primary educators will be provided additional training for utilizing Developmental Reading Assessment Kits.	Classroom teachers 1 st , 2 nd and 3 rd .	Aug 03	Aug 03	DRA Kits/Staff development day	Implementation of DRA assessments for 1 st , 2 nd and 3 rd graders.
Build a leveled library so that teachers have easy access to books at each student's specific reading level-as determined by the DRA and SRI .	Principal Volunteer Parents Edited	Oct 03	Dec 03	Funding for major purchase of library books and Reading Counts quizzes	Teachers utilizing Leveled Library
Kindergarten teachers will be provided specific training related to "Building Blocks" through visitation of classrooms where it is fully implemented.	Kindergarten teachers & K-Town teachers		Oct 03	Staff development day	Teacher support and sharing of ideas.
School Advisory Committee will ask for additional support for struggling readers.	Principal and SAC committee	Sep 03	June 04	COMP Ed and Reading Recovery positions	Positions were added in Aug 04
All certified staff will participate in an introduction to Balanced Literacy. In-service will be designed to review parts of the Guided Reading program presented in May 2002.	Edited	March 04	May 04	Staff development day	Review Guided Reading The Four-Blocks Way; reading activities and formats.

Activities	Person(s) Accountable	Timeline		Resources Needed	Staff Development Outcomes
		Start	Complete		
All certified staff participates in extensive Guided Reading training. Guided Reading practices (reading activities and formats) are presented and modeled.	Edited	Aug 04	Aug 04	Staff development— 2 days	CSP binder development (resources, activities, graphic organizers, etc.) for each block
Guided Reading in-service and presentation for classroom teachers.	District Office	Sep 04	Sep 04	Staff development day	
All classroom teachers will use Guided Reading on a daily basis with students. <ul style="list-style-type: none"> Review of schedules and lesson plans 	Classroom Teachers	Sep 04	On Going	CSP Binders	Development of lesson plans and APK activities relating directly to Guided Reading
Monthly CSP and study group meetings will be held for all teachers. The focus of these meetings will be APK (Activating Prior Knowledge) activities (as defined in 4 blocks literature) in reading as well as all learning activities.	Classroom Teachers	Sep 04	On Going	CSP Binders	Teachers will support one another and share APK successes