

Annual Action Plan – Charlotte Central School – Reading/Writing - 2004-2007

Needs Statement

Based on the analysis of our data we need to provide:

- Instruction and adequate opportunities to learn which support the development of reading fluency, comprehension and accuracy for elementary students and reading analysis and interpretation skills for middle level students.

Targets for Increased Student Performance	Action Steps	Completion Date	Person Responsible
<p>90% of CCS 2nd graders will achieve the standards on the DRA</p> <p><i>Increase of 4th graders will score a 3 or 4 on Effectiveness and Conventions on the Report, Narrative, and Personal Essay in local portfolio scoring</i></p> <p><i>Decrease the number of fifth grade students scoring “3” and increase the number of students scoring “4” in Effectiveness on the Report, Narrative, and Personal Essay pieces in local portfolio writing in old assessment system.</i></p> <p>. GOAL: Create a coordinated, balanced literacy program K-8</p>	<ul style="list-style-type: none"> • Develop a school-wide plan <ol style="list-style-type: none"> 1. To inform instructional program and system needs 2. To assess student performance 3. To organize professional development • Implement research based practices related to elements of balanced literacy program • Evaluate the effectiveness of these practices • Analyze the use of school personnel and schedule to support literacy goals • Advocate for a Literacy Coordinator’s position for sustaining professional development 	<p>Annually 2004-2006</p> <p>2004-2007</p> <p>2004-2007</p> <p>Annually Fall/Spring</p> <p>2004-2007</p>	<p>Literacy Leadership Team</p> <p>Teachers, Administrative Team</p> <p>Teachers, Administrative Team</p> <p>Administrative Team, Jude Newman, Literacy Leadership Team</p> <p>Administrative Team/Literacy Leadership Team, Jude Newman</p>
<p><i>We are in the process of reviewing our plan for writing assessment in new system</i></p> <p>GOAL: Provide professional development opportunities for teachers and educational assistants in the elements of a balanced literacy program</p>	<ul style="list-style-type: none"> • Dedicate at least one staff meeting a month to literacy for professional development based on LA needs • Teachers of writing who will be scoring portfolios will be calibrated • Teachers of writing will receive professional development around benchmarking and scoring of portfolios. 	<p>Sept. 04-June 07</p> <p>Annually according to state schedule or available professional dev. opportunities</p>	<p>Administrative Team</p> <p>Teachers Administrative Team</p> <p>Teachers Administrative Team</p>

	<ul style="list-style-type: none"> Teachers of writing will receive professional development in the best practices of writing instruction. Provide opportunities for all teachers of writing to attend the State Network meetings Provide professional development in: 1) analyzing student performance data and 2) developing a system to implement a plan to meet the needs of all students 	2004-2007	Teachers Administrative Team
		2004-2007	Teachers Administrative Team
			Literacy coordinator and/or consultant
<ul style="list-style-type: none"> GOAL: Formalize the system for identifying, intervening, and monitoring of students' progress for those students who do not meet the standards on assessments such as the POA, DRA, and NECAP and report progress to parents: 	<ul style="list-style-type: none"> Administer POA to all Kindergartners and 1st graders Each year refer all Kindergartners and 1st graders who didn't meet the POA standards in December to CCST if appropriate Refer all 2nd graders who didn't meet the DRA standards in the spring to CCST if appropriate Only reassess Kindergartners who scored in the bottom 25% on the POA in Sept., or any children teacher is concerned about Administer the POA to 2nd graders (who didn't pass POA in Spring of 1st grade and other teacher-identified students) Administer DRA to current 2nd graders Administer the Gates McGinitie reading test to 3rd and 4th graders Administer the DRP (Degrees of Reading Power) to 5th through 8th grade students Utilize the CCST process to determine appropriate interventions for students K-8 based on student performance data Identify through the CCST process and based on 	Annually	Classroom Teachers
		Annually	Classroom Teachers
		Annually in Sept	Classroom Teachers
		Annually (Dec)	Teachers
		Annually (Dec)	2 nd Grade Teachers Diane Cote
		Annually (May)	Trained teachers
		Annually (Fall & Spring)	Classroom Teachers
		Annually (Fall & Spring)	Classroom Teachers
		On going	CCST Teams
		Annually (Fall)	Middle Level Literacy Teacher

	specified criteria, 6th/7 th /8 th students for middle level literacy services		
	<ul style="list-style-type: none"> Maintain and align our Literacy assessment plan with CSSU Literacy assessment plan 	2004-2007	Administrative Team, Literacy Leadership, Literacy Coord.
	<ul style="list-style-type: none"> All students K-8 will maintain a scored portfolio with a defined # of pieces 	2004-2007	Teachers, Literacy Coordinator
	<ul style="list-style-type: none"> Use and improve the SIS system to develop literacy profiles 	Ongoing	Technology Educator, CSSU Literacy Coordinator
	Review//Update Revise Action Plan	2004-2007	Action Planning Committees

NECAP Test Results – 2005

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Charlotte Central School	353	6	0	347	78	22	233	67	28	8	8	2	
Beginning of Grade 3	51	3	0	48	12	25	30	63	3	6	3	6	351
Beginning of Grade 4	48	1	0	47	12	26	30	64	3	6	2	4	448
Beginning of Grade 5	51	0	0	51	15	29	32	63	4	8	0	0	552
Beginning of Grade 6	64	1	0	63	14	22	44	70	4	6	1	2	652
Beginning of Grade 7	61	0	0	61	12	20	44	72	4	7	1	2	753
Beginning of Grade 8	78	1	0	77	13	17	53	69	10	13	1	1	851

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Charlotte Central School	129	0	0	129	27	21	65	50	32	25	5	4	
Beginning of Grade 5	51	0	0	51	13	25	27	53	8	16	3	6	548
Beginning of Grade 8	78	0	0	78	14	18	38	49	24	31	2	3	844