



LRSP Status Report – June 2011

1.02 HYL T P+ Reading SR 2011

Strategic Objective (SO):

1.02 Proficient Plus (P+) goals will be determined in Math, Reading, Science and Writing based upon district and state assessments, with future development in other academic areas.

Department/School: Hyalite Elementary School

Leader: Special Ed and Intervention Teachers, Principal, Instructional Coach,
Team Members:

Classroom Teachers, Para-Professionals

In a year, we hope to see the following progress on this strategic objective:

We hope to have 92% percent of our students at proficient and above in reading.

PROGRESS SUMMARY

In our evaluation of the first year of Walk to Read in first grade, we felt that having the model in second grade, which our data showed to be successful, helped the first grade team to have built-in professional development with that team and our instructional coach. The first grade team is a model of collaboration and they spent many hours planning their process and then constantly reflected, utilized data, and changed both practices and student groups frequently throughout the year. Our intervention team was a key part of this implementation. The use of our para-professionals to enable all of our Walk to Read groups is essential. On an early release afternoon we participated in reading differentiation professional development, which further deepened our ability to plan differentiation based on skill deficits and growth for higher readers as well.

Our Third, Fourth and Fifth grades implemented some form of Walk to Read for much shorter periods to enable students to gain either phonics or vocabulary or comprehension skills, which their assessments indicated a need for. We felt that widening the scope of differentiation by moving students to other classrooms cemented the fact that all students belong to all staff at Hyalite School. Including reading activities in our Math, Reading and Science Evening helps bring the parents into this goal area. Data indicates that we exited over 27% of our students from intervention while a higher percentage of students moved to a higher level group during the year.

Our intervention teachers provided on-going professional development in the area of reading this year which we feel contributed to student growth.

Preliminary results for the CRT data show that our students reached 91% at proficient or above in reading.