

**Center Grove Community School Corporation
North Grove Elementary School
School Improvement Action Plan 2022-23**

	3-5	65%	35%	66%	43%	31%	34%	65%	22%
Targeted Subgroups	<ul style="list-style-type: none"> ● Special Education ● Socioeconomic Status ● African American/Black and Hispanic ● English Language Learners 								

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
<p>Teachers will research and reflect on the components of a Reading Framework and the CGCSC Prominent Practices. Specifically, teachers will implement Interactive Read Alouds and Guided Reading small groups.</p> <p>This framework was developed by the T&L Department and the Reading Curriculum Collaborator’s Team.</p>	<p>Students will have experiences with a comprehensive reading framework through many components of instruction that include:</p> <p>K-1 - Shared Reading, Reading Workshop, Intervention and Extension, Word Study, and Interactive Read-aloud</p> <p>2-5 - Interactive Read Aloud and/or Shared Reading, Reading Workshop, Intervention and Extension, and Word Study</p>

Research Supporting Instructional Strategies	<p><u>PLC and BEST PRACTICES</u></p> <ul style="list-style-type: none"> ● Marzano, R.J. & Pickering, D.J. (2001) <i>Classroom Instruction that Works</i>. Alexandria: Association for Supervision and Curriculum Development. ● Marzano, R.J., Heflebower, T., Hoegh, J.K., Warrick, P., & Grift, G. (2016) <i>Collaborative Teams That Transform Schools: The Next Steps in PLCS</i>. Bloomington: Marzano Research Laboratory. ● Dufour, R., DuFour, R., Eaker, R., Many, T., (2017) <i>Learning By Doing</i>. Bloomington: Solution Tree. ● Mattos, M., DuFour, R., DuFour, R., Eaker, R., & Many, T.W. (2016) <i>Frequently Asked Questions About Professional Learning Communities at Work</i>. Bloomington: Solution Tree. ● Marzano, R.J et al. (2018) <i>Leading a High Reliability School</i>. Bloomington: Solution Tree. ● Marzano, R.J. (2017) <i>The New Art and Science of Teaching</i>. Bloomington: Solution Tree ● Boushey, G., & Moser, J. (2016) <i>Math Daily 3</i>. Portsmouth: Stenhouse <p><u>GRADUAL RELEASE OF RESPONSIBILITY</u></p> <p>Pearson, P. D., & Gallagher, M. C. (1983). <i>The instruction of reading</i></p>
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comprehension. *Contemporary Educational Psychology*, 8, 317–344.

READING

- Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs* (3rd ed.). Boston: Allyn and Bacon.
- Burkins, J. & Yates, K. (2021) *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. Portsmouth: Stenhouse.
- Collins, K. (2004). *Growing Readers: Units of Study in the Primary Classroom*. Portland: Stenhouse.
- Fisher, D. & Frey, N. (2021). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* (3rd ed.). Alexandria: ASCD.
- Fountas, G. & Pinnell, I. (2017). *Guided Reading: Responsive Teaching Across the Grades*. Portsmouth: Heinemann.
- Routman, R. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth: Heinemann.
- Scharer, P. (2018). *Responsive Literacy: A Comprehensive Framework*. Scholastic.
- Simms, J. & Marzano, R. (2019). *The New Art and Science of Teaching Reading*. Bloomington: Solution Tree Press.

Professional Development	
Action	Timeline
PLCs will receive professional development to increase understanding, repertoire, and use of effective reading best practices.	Ongoing during weekly PLC meetings, staff meetings, staff emails, grade-levels and professional development outreach sessions.
Reading collaboration and training will occur to increase teachers' ability to use new materials in a comprehensive literacy framework model..	Ongoing during weekly PLC meetings, staff meetings, staff emails, grade-levels and professional development outreach sessions.
Teachers will be offered an opportunity to participate in a book study on <i>Shifting the Balance</i> to learn how to implement strategies in line with Science of Reading.	January - March virtual sessions

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Technology professional development will occur to increase teachers' knowledge, understanding, and use of tools to improve the connected learning experience.	Ongoing during weekly PLC meetings, staff meetings, staff emails, grade-levels and professional development outreach sessions.
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Monitoring System

Action	Review and Revision
Professional observation/evaluation and feedback	Ongoing
Instructional Coaching provided to teachers based on individual goals	Ongoing
Professional Learning Community data analysis and planning	Weekly
Leadership Team Conversations	Bi-Weekly