

**2012-13 NORA READING PROJECT
STATEMENT OF WORK**

<u>Project Scope: Reading</u>	<u>Project sponsor: Suzanne Zybert</u>	<u>Project Leader : Suzanne Zybert</u>
<u>Date of SOW :</u> 11/8/12	<u>Revision Number & Date</u>	

Program Purpose and Scope/Boundaries of the Project:

Increase the quality and effectiveness of instruction of reading of each and every teacher to achieve a status of “capable.” The scope of this project is limited to improving instructional effectiveness of Guided Reading and Small Group Instruction. We will focus improvement on 16 of 30 teachers who have been initially identified as marginally capable. The three teachers identified as “incapable” will be managed through the contractual process. The initial focus is on grades 3-5 in order to leverage the opportunity to significantly improve ISTEP scores.

Goal- Plan for explicit instruction in small guided reading groups

Instructional Steps

1. Schedule a time during your 90 minutes of reading instruction for small group
2. Analyze your diagnostic reading assessments- DRA or IRI
3. Group students according to their reading development and behaviors and place their names on a small flexible group folder to help when planning for instruction
4. **Apply knowledge of the reading continuum to daily lessons**
5. Plan daily lessons to support individual reading growth
6. Reassess students with the DRA/IRI and regroup based on growth and need
7. Continue to plan for small group guided instruction

Project Team Members:

Position	Name	Area of Expertise	
Sponsor	Suzanne Zybert	Principal	
Project leader	Suzanne Zybert	Principal	
Team Member	Jessica Heidelberg	District Literacy Coach	
Team Member	Melissa Behny	Literacy Specialist	
Team Member	Jill Kropa	Literacy Specialist	

Project Milestones:

- Ensure teachers understand the importance of small groups and find time in the day
- Complete the training of primary and intermediate grades in learning the knowledge of reading continuum development strategies.
- Identify and target teachers who are not applying this knowledge , do not understand the importance of small group and guided practice, and develop intervention plans for each teacher.
- Coach each grade level team and targeted teachers using the gradual release process
- Monitor classrooms to ensure effectiveness and fidelity
- Implement corrective action plans

PROJECT TEAM KEY DELIVERABLES:

<u>Deliverables (Tangible outputs or end products -- Describe as Nouns or Things)</u>
Completed and documented professional development in the knowledge of the continuum of reading development
Documentation of teacher observation and findings
Evidence of clear instructional capability by the targeted teachers
Documentation of the project outcomes so they become standard practices

<u>Measurable Success Indicators (How we will know we achieved our project objectives by the end of the school year)</u>
1. Evaluation of the targeted 16 teachers – 100% capability in teaching guided reading and small group instruction.
2. Student result measures – significant increase in growth as measured by IDOE on ISTEP
3.
4.

Support Required from Central Support Areas:

Support Requirement: (what resources or services are needed?)	Provider
1.	
2.	
3.	
4.	

Risk Assessment / Barriers : (How can this project fail to be successful?)

Approvals:

Suzanne Zybert

Team Sponsor & Leader

Jessica Heidelberg

Team Coach

"Name"

"Name"

"Name"

"Name"

"Name"