EDU 580 Instructional Design Plan
NCU

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Instructional Problem

Supporting Third Grade Students and their families are my focus throughout the courses and are the focus of my Capstone Project with emphasis on 'Reading For A Purpose'. 'How to' inspire and improve reading comprehension skills is needed. Students are struggling to meet state standards and are not self-motivated to read for personal understanding. Reading in school includes dealing with stress for many.

Instructional Aim

To remedy the concerns we have heard from parents through conferences about the parents needs, lead to the creation of a video that supports 'Reading with a Purpose' to empower parents and grandparents/guardians with demonstrations in how to use parallel skills and strategies used in our school. Increasing quality time spent by students reading with support outside of the school setting is needed. Using the same vocabulary, guided support practices, modeling strategies, appropriately locating reading material, and 'Reading With A Purpose' will bridge the gaps identified in many students abilities. Literacy growth of our students is mandated but the need for achieving their goals by alleviating stress is essential.

Each child needs a village of support these days as more core family units are not available for many of our students. Family dynamics are often very diverse from one another. First Lady of the United States Hilary Rodham Clinton's ideas apply more today than in 1996, with respect to the students in my my class. Even when students live with both parents, the parents often have little time for their child because of their job requirements and priorities. Homework can become one more job for exhausted families and it can create much stress. Therefore, families need to see reading in a new light. By including a fun technological support can give new perspectives and outcomes to reading for everyone.

Instructional Goals

Giving children the best education possible that include strategies to overcome challenges they have in reading last a lifetime. Approaching the goal of achievement in unique ways meet individual needs. Wise educators and analysts gather knowledge that apply to specific problems and solutions with regard to indivdiual student needs. With a literacy focus is targetting researched based tactics, best practices applied can be modified to meet specific needs of individual students by using sound ideas and components that can be scaffold in their learning. Connecting to student interests modifications cn be adapted to lessons that empower students success. Digitial natives welcome the connections that can bring their interests to them. Linking the readers interests through the use of technology can open opportunities for learning. Exploring content that students are passionate about can hook them in to reading expanding their potential.

The staff in our school work together with many adopted plans and programs to support the growth of our students. We work to make home-to-school connections. This diverse family population needs more education on 'How to work at home assisting students with their education'. Parent nights are used to support and aid in communication about implementing interventions for children to assist them in meeting Common Core State Standards. Parents need to have accessible sources for use and they need to feel empowered to team up with schools. They need refreshed skills and strategies that work in unison with their child's school to ensure student's marked gains.

Demonstrating the needs of our students and increasing parent involvement give them ideas to use with their families with a twist used in school will strengthen outcomes for students. Creating awareness of how to promote opportunities that make reading a craved action is important.

After many years of conferencing with parents/guardians, they are unsure what to do and how to help their child. Viewing a instructional support video at Open House or on their time, will give them modeled techniques to follow. This will establish the foundation they needed to create a reading connection with their child to build on the child's interest. Use of different vocabulary used by families and students create barriors from the verbal conversations when students are stuck and parents try to help their child. Making the language of learning reading fluency common students and families build the foundation to explore the content of studied material. 'Reading Well Together' will spark conversation and interests. Everyone wants the best education for their children.

Audience

The main focus is placed on third grade students. The unification of the home-to-school connection makes families a target also. Parents and guardians third grade students need included in the reading process. The parents will need to be clearly taught by the guidelines through the video, letters, web sites, and brochures; plus their child's returned work including: worksheets, journals entries, spiral notebook notes, homework, and assessment records. This is not simple matter, there are many interconnected parts that are needed to communicate to an audience that has diverse individual needs. Limited technology access for these rural families creates some limitations. Using old technology is more important than not using any. Audiences can expand to other students and families. Respecting confidentiality by using phone number access, email, and notes in student journals can address privately and professionally courtesies at school. We have on-going records for reading fluency and comprehension evaluations that can be shared with this group. Keeping the individuals and their scores and assessments private promote confidence and awareness of audience members.

Parents and guardians are beneficial in creating support for students and increasing their motivation

to read. Students will take pride in their reading abilities when family members are involved. Working

with these audience members will open opportunities that bring their interests and new topics to the

class expanded and connecting to genres studied in class. Modeling approaches increase reading

 comprehension when conversations between these audence members are frequently applied.

General Characteristics

The diverse families units of these students bring an array of versatile interactions to our class.

Very few students live with both biological parents. Time spent reading with family is not happening

on a regular basis. Family members are vital in assisting their child with the practice in

literacy but most are unaware how to achieve this. Some of these family members comment that

homework at the third grade level is too difficult for them or they are unsure how to assist their child.

The language used to develop reading practices in schools is different than the language used years ago

creating a language barrier along with new strategies used to support improvement in literacy skills.

Specific Characteristics

Students: Twenty nine students are in my class. Thirty minutes of daily core instruction using

Treasures Reading Curriculum is implemented daily. Language Arts are grammar and spelling

are included in separate thirty minutes lessons that work in conjunction with the same unit theme.

Six reading groups work with appriately leveled books aligned in the Treasures Curriculum integrated

using the same vocabulary and them. Comprehension is blended with the fluency measures throughout.

In addition to this students are grouped Title 1, SPED, SMART, ESL, and OBOB reading/language arts

groups that meet.

Parents: A large fraction of my students spend alternating times with biological parents and step-parents throughout the week. Another large fraction of them are being raised by a single parent or grandparent(s). Some do not see one or more biological parents due to abandonment, jail time served, or work out of town or state. One has claimed homeless status. Those that do live with both biological parents are a minority and work can factor in the strain on the time spent on homework or reading. There are a few that have access to the internet and technology.

Contextual Analysis

Orienting Context

Getting students to read at home and creating a connection between students and families is my goal to overcome a divide that is jeopardizing student success with their reading comprehension. It will create confident and developing readers. Reading is important. Understanding ways to relate to others and connecting genres to family members passions increase needs for reading and relating.

Instructional Context

To scaffold reading approaches are necessary in making sure skills and strategies are appropriately used with students is increases success rates. Students will able to model and explain the skills and strategies they use in the following situations:

- independent/silent reading

- one-on-one buddy reading

- small group support

- large group reading

Transfer Context

Verification of reading outside of school is needing to be balance in efforts of all students. Negative reasoning as why this does not happen is voiced. Too little time, no support, lack of interest, or devaluing comments lesson reading practice for students. Family perspectives can diminish time spent reading. Some justify excuses not to read or even fabrica that it is being done. Honest efforts with knowlege about how time spent can change future outcomes for students that can translate to quality time together and increased potential of met goals.

Task Analysis

Characteristic of objective tests allow student's the confidence to analyze the answers and process the questions without having to extract answers from their memory alone. Forced choice tests are easier for those students to be successful with by processing information using lower cognitive associations. Multiple choice and true/false types questions are helpful for students with writing challenges but are fluent readers. The challenge of objective measures make the validity and reliability of assessments more accurate. But students can guess, creating inaccurate assessments.

Learner challenges can be overcome by using objective tests to overcome their challenges that hinder accurate analysis used in constructed response tests. The lack of clarity and use of details may not reflect what they truly comprehend. technological applications and a less stressed environment can increase validity and demonstrate a more accurate measure of comprehension. Timed tests may add to the stress blocking the ability to gain access to stored memory of concepts known. In the following examples, forced choice type of questions are multiple choice, true/false, and matching. While the open ended result can allow for higher order cognitive processing of content.

- Multiple choice

    How many seconds should you wait before someone offers the unknown word of the reader?

    a. 7 seconds
    b. 10 seconds
    c. 3 seconds
    d. 60 seconds

- True / False

    There is a strong connection between fluent reading and successful comprehension skills.

    (Circle One)

    True or False

- Matching

    Using school terms draw a line from the type of method yused in reading to the number of participants involved.

Methods	Numbers of Participants
Whole Class Reading	two or three students reading at once
Silent Reading	one at a time all students listening one student
Buddy Reading	reading to self

- Short answer

    Name all of the questions used in the 5W and 1H method (Story Star) used to identify the main idea of the story.

- Essay Question

    Using your opinion, explain the author's purpose for writing the article. (Write a paragraph using at least three details from the passage to support your opinion.)

Portfolio assessment is an instrument that is used to verify the learner's application of

skills associated with topic mastery in the field of study identified. In Curriculum Design

and Instructional methods used by students will demonstrate the processes and

chronological applications used in ideal situations. Explanation of modifications when used

explains necessary changes of plans specified in specific situations about instructional goals.

Verification of how interventions are included in the designed curriculum that implements

technology is described with learner outcomes in relationship to comprehension goals in the

portfolio. The portfolio is created in an organized fashion stating concepts that utilize content

mastered or examples of core strategies used. By keeping interventions separated can support the

individual impact the interventions play in relieving cognitive overload by challenged students.

Supplementary materials and assessment measures show validity to interventions used comparing

standard assessments of varying types for student growth while comparing to the averages and

individual data. Pertinent information will be evident in the collection of assessed evaluations using

baseline data without the intervention used in the Action Research Plan. Data result will signify

benefits of the implementation of interventions used in effort to increase reading comprehension results.

results. Limitations in duration of interventions is a concern for comparing impact of the interventions

implemented into the plan.

__Instructional Objectives and Presentation Strategies__

__Objective 1__- Behavioral Style Objectives

1.1 Content Category: Students will utilize: applications, demonstrations, and

dramatizations of practiced skills and strategies used in reading (fluency and

comprehension) at school with their parents/families at home.

1.2 Performance Type: Students will use a traveling journal that defines, discusses, and identifies their perceptions of reading comprehension using various sources that will be signed by parents and teachers regarding student's goals and progress.

1.3 Initial Presentation: Student will complete comprehension assessments, with 80% accuracy on an average using personal reading level materials.

1.4 Generative Strategy: Students will follow the modeling of how and what needs to be placed in their journal and student will be assigned to share journal ideas and check that each student is working in their own journal. They will compare and contrast ideas used.

Objective 2- Cognitive Style Objectives

2.1 Content Category: Students will analyze comprehension questions or purpose for reading a text and recall reading strategies and skills to apply while the reading text.

2.2 Performance Type: Students will correctly recall, locate, and identify (using verbal or written assessment forms) correct answers 80% of the time on comprehension questions using the 5W's and 1H approach.

2.3 Initial Presentation: Students will read appropriate leveled passage with less than five errors per document when applying phonemic and phonological skills with strategies (like: chunking word parts) used commonly in school at home.

2.4 Generative Strategy: Students will correlate colorful identification of the

5W' and 1H matching between the questions and answers within the given

text or reading passage.

Objective 3-Maeger Style Objective

3.1 Content Category: Parents/Guardians will perform 'Buddy Reading' using

the child's (student's) grade level strategies and skills common to their school

approach using levels identified by school staff

3.2 Performance Type: Buddy Reading and discussions using skills and

strategies will be used to enhance reading performance

3.3 Initial Presentation: Given child's grade level reading material and physical

setting the child will use skills and strategies to cooperatively read with

another student.

3.4 Generative Strategy: Parent/Guardian approved student setting, time read (30

minutes daily) by, to, and with student using fiction and non-fiction reading

material, and log it in the journal. Then the student will bring it to-and-from

home, two times a week.

Pre-instructional Strategy

There are many forms that the pre-instructional strategies used to acquire baseline knowledge

of individual learners and group members. Individual interviews with students using a variety

of questioning strategies give more information than the student is likely to write down.

Inflection of tone about subjects or non-verbal communication can reveal a lot about the learner.

Writing assignments stating 'What they know about a topic' (Knowledge) and listing 'What

they want to learn' (What), and identifying 'What they want to learn' (L) is common practice

using KWL charts for pre-assesment and post-assessments useful. These charts are included in

many subject related curriculums. Chart formats, pictures, or essays can identify lesson levels to

be used. When giving the multiple choice or true and false type questions, some inaccurate measures

skew averages. The assumptions based on this data can create inappropriate lessons planned for student

growth. This creates gaps in learning and creates future disadvatages for students learning.

Once the baseline knowledge is established and a refinement of objectives are set; instructional

design applicable for learner involvement can be made. Learners building skills and strategies

will be able to focus on new content. Scaffolding learning assures students are appropriately

challenged with information that leads them to maintain interest in the topic by challenging them.

Avoiding undue need for boredom and skipping over comprehendable information. Then the formative

formative assessments easily direct continuing lessons ensuring most applicable designed objectives

are created for optimum outcomes.

The pre-assessment analysis is done in a more simplistic fashion to guide intial direction of learning

needed for context design. The decisions must be made to evaluate the function of the strategies

the instruction will shape and meet the audience or learners needs with respect to the level of studies

introduced and procedures needed to follow. By making good analytical evaluations the course will be

most applicable to the audience's needs. By forming a syllabus outlining the unit goals and the

template of ideas to be covered will help the learner remain on track with expectations with minimal

deviations.

<u>Sequencing Strategy</u>

Sequencing strategies begin with student-to-instructor, student-to-content, and student-to-student interactions. Ideally, implementing Edmodo or Moodle for classes to use would increase the availability of support for families. Allowing media to be overseen by staff members and a teacher monitor safe practices. Administrators and the Technology Department giving feedback for kids would link student academics after school. Credentialed volunteers benefit budget constraints and promote learning to make connections grow from class lessons.

Limited time after students leave to support students using social media at home is the big concern. Simply making suggestions about assignments and assisting parents with concepts are some the potential benefits along with the use of dynamic on-line tools that would increase learning support. Establishing and overseeing school connections between families can expand community relationship that benefit students encompassing more support.

There are many social media tools that benefit the home-to-school connection. One is educreations that allow a snapshot of work being done when safed in jpg. format then placed on a slide that allows student-to-content interactions like a classroom white board application. Kids can teach peers steps in solving problem. Another is Scholastic Book Club that offers connections for students to share about class topics. It allows students to share their ideas about books and Weekly Reader News

events with others. Students can find lessons and topics of interest on both sites that can connect with students from other schools. Safe practices are demanded from the use agreements on many of them. Parental overview and education about internet safety is critical for the safety of children. Schools limit use for security and safety concerns but mostly due to limited resources and technology.

Teachers use blogs, build wikis, and collaboratively write. YouTube has many instructional videos

that have an enormous amount of inspirational connectivity to student created lessons and

projects. Creating videos of field trips, classroom projects, lessons, and performances connects parents

to their children. This changes the whole battle obtaining information every child hears, "What did you

do today?". In keeping up with the best the 21st Century technological advancements text-to-talk and

the newest 'apps' benefiting subject, especially increasing potential for students with learning challenges.

Designing and Developing the Instructional Materials

There are several face-to-face instructional materials that need modeling for use. The

Readers Theater lends itself to involving each child and has home connection for practice and

performances. This researched based application enhances the reading fluency and the

comprehension components. It allows for repeated encounters concentrates on voice and not

acting. It can be used individually or with a buddy, practicing (repeat reading supports growth).

Covering plot, setting, and character analysis; lends itself to interpretation of author's intent.

All levels of readers can practice, perform, and be valued and supported members of the theater

presentations.

The traveling journal has many twists that can be applied to learning. Student's record learning to

make the home-to-school connection. The journal is made by the students and outlined goals for

the individual students can be added by the teacher. Students can share their knowledge of

studies occuring. Establishing personal plans makes students accountable to home and school.

Sharing vocabulary and personal reflections along with models and problem solving techniques

shared identify parent awareness by requiring parent signatures with a comment section open

communication lines for parents that do not have school time available or technology access.

Volunteers will be recruited to assist with recording student reading and reporting and parents can share in reporting these things to be shared at school using social media or delivering tools used. Scaffolding expectation to set challenges that link to studies covered in class and student passions. The assessment approach in working with the two types of cognitive loads are involve through the integration of reading and other subjects that show students strengths and weaknesses. Intrinsic and extraneous cognitive loads are addressed by expanding traditional lessons. This is best suited for individual feedback but when a small group re-teaching or whole group formative assessment warrants discussions and follow-up lessons will be put into practice. Modeling the foundational skills and strategies throughout this process will be continually used.

Content Presentation

There are several formats: open house, flyers home, conferencing, student lessons: classroom, strategic groups, and in some cases, intensive learning groups, along with specialty night open forums within our school setting. The ongoing interactions to bridge the home-to-school entities are a critical components needed to support students.

The main focus of fluency to comprehension carries multiple components that meets individual students, small group level readers modeling/performing/teaching, and large group discussions about reading comprehension. Plans cross levels sharing the same vocabulary, skills, and strategies. Much role playing and simulation of character traits are needed when reading fiction so that voice may be clearly identified to relate to characters. Common language includes 5W's and 1H questioning strategies. This leads to anticipating readers questions for writers anticipating them as they outline, draft, edit, and write a final copy. The reader writer connection should be continually compared while critiqueing authors. This will lead to student's progression of writing skills.

Learner Practice Activities

The milestones are most notable in the student accomplishments when identifying the baseline of each student's fluency and comprehension with the aim line goal through a progression of formative assessments. Involving the triad team of teachers, support staff, and parents to target these skills and strategies utilized to support individual student needs. Wise planning, adjustments and implementations into whole class analysis must have a baseline and aim line set for mid-year goals. Strategies and goals for developing appropriate objectives are stated and followed through. During data team meetings mid-year a final adjustments need to be made. Informing students and parents parent regularly keeps expectations supportive and accurate expectations aiding student growth. Formal and informal communication includes: formative assessments sent to parents through homework and through assigned class work reviewed by the triad team to create specific plans for students.

The deliverables include directions sheets journals styles modeled, that students create in class. The instructional video available 24/7 on YouTube design to support reading for parents and children. Re-teaching homework worksheets will be included to identify language and model skills and strategies strategies taught. Easy CBM data sheets identifying student and class progress showing progression of skills seen by achievement and aim line correlations. Brochures will be sent offering instructionally supportive ideas and Scholastic Weekly Readers support academic standards to be mastered by students.

Feedback and Guidance

Scholastic Weekly Reader includes multi-media support to increase learning outcomes for use in the classroom and home. Improving school websites make bring school concerns more accessible.

Reader, and through the newsletters home. The feedback follows many of the research based

CBI models for appropriate applications for instruction and remediation of integrated

instructional content that full supports the fluency and reading comprehension goals of my

project. I will be using the development and final instructional video to inspire students and their

families to make their own videos. This can take many forms from an interviewing reporting

style or entertaining format approach.

I would like to record the Reader's Theater Productions in class and encourage students to do the

same with their families. My goal for my project is to improve student confidence and

comprehension success, more specifically stated in my goals and objectives. Thus, one measure

of this will be done with the Easy CBM assessments that are done with immediate feedback in

the form of knowledge-of-correct-response given immediately at the end of assessment. Reading

passage's question answeres made viewable on production or monitor screens. Sensitive personal

feedback for individuals are given privately and with written or verbal support. School-wide reporting

 followoing protocal throughout the year. Consistent formative feedback given to struggling students.

Practicing the voice components of fluency will be done using digital story apps on the iPad in

which each student can have record their reading while generating and incorporating Mayor's Theories.

Websites to reference associated with deliverables shared:

Links to supportive web sites:
http://www.thecurriculumcorner.com/2012/12/03/i-can-common-core-standards-k-5/

http://www.thecurriculumcorner.com/2012/08/18/common-core-checklists/

http://www.oercommons.org/courses/ms-bannon-full-lesson-on-finding-the-main-idea/view

http://www.livebinders.com/play/play?id=51119

www.uen.org/3-6interactives/science.shtml

http://thinkexist.com/quotation/tell_me_and_i_forget-teach_me_and_i_remember/154986.html

www.uen.org/3-6interactives/science.shtml

http://www.youtube.com/playlist?list=PLC02CFDE5690E4010&feature=plcp

http://www.brainpop.com/

Implementation Plan

Specifically needed components identified and used to facilitate this plan. Diffusion and adoption

of new supports for interventions used reporting on and viewing reading assessment material.

Increasing comprehension using technology tools that support student enthusiasm must include their

buy-in. Configurations with staff members (administration, educational assistance, specialist, teachers,

and parent action committee) working to build communication and educational support for

students and families is the working network for the success of my plan. Individual student

improvement in fluency and comprehension are the focal points of this configuration.

Linkages between the school, staff members, and the families that are trusted by students are essential

too. The shared skills and strategies have to be solid to give strength to the outcome support

of the student. This must be effective and efficient in correspondence of a traveling journal

communications, assessment, and implementation of practice exercises.

Environment include schools resource rooms, library, computer lab, and the classroom. Living spaces

including students' homes, vehicles, and the great outdoors. Reading can occure anywheere.

Maintaining communication with participants who's families are physically separated that require

extra efforts in contact measures. Sometimes these are hostile and create more challenge for kids.

difficult due to the large amount of people, limited time, limited technology accessibility, and limited money to be spent using classroom budgets. If the time barriers along with the technology barriers prove to be too great, request for volunteers to be trained and noted by appropriate background clearance of the district could be 'certified' by administration to assist as 'school' helpers on the Moodle site.

Resources utilized can be simplistic using The schedules and workload can be eased with the incorporation of student conveyance of core concepts and learning goals for the class and individually using variety of (third grade level) 'Traveling Journal'. Instructional video clips made by the staff, uploaded, and corresponding with families using Moodle as needed. Learning management source could change due to the project needs and district acceptability and support. Districted approve Support Parents, could provide the invaluable resource support in meeting parent needs with growing class size responsibility of teachers hinders parent teacher communication. This free link to enhance parent involvement could be the answer. Questions and comments could be forwarded to administration for large concerns or to instructors as needed.

Evaluation Plan

This evaluation plan has three components that will be utilized to meet the learner's needs. The formative data collection will identify the instructional adjustments that may need to be made to best fit the learners progression toward benchmark goals. Summative assessment will offer insight on individual learner's progression on their own aim line and with comparison to percentiles of other student achievement. Confirmative evaluation will be kept on a continual

long-term plan to show needs that may need to be readjusted to insure the progress with the content and learner goals in meeting the state standards.

Formative

The primary purpose of my evaluation is to increase reading comprehension skills of third graders with a team support group including student, family, and teacher. The primary audience will be the families and their third grade child. The timing of my evaluation will be immediate and on-going in a consistent pattern or according to mandated assessment measuring needs.

Third Grade Data Teams of Educators include administrators, Special Educators, Speech Specialists, Occupational Therapist, Title 1 Coordinator/Teacher, and Third Grade Teacher's Data will be recorded by each of the above stated specialists and by the OAKS testing site. I will compile and share needed information to assist students in reaching new goals set for achievement of common core standards or individual aim line goals of achievement. To assess the parents and students knowledge, application, and impacting results will be viewed through on-line surveys and hard copies to obtain the results and effects on student performance of comprehension tasks. The instruction in the class will be assessed and compared to the student's goal and aim-line of achievement. Students will model lesson goals and role play comprehension questioning strategies. They will work with pair and share partners and small groups to practice comprehension skills. They will identify fiction and informational (non-fiction) material and learn to analyze main ideas and details of both. Then students will share the notes and assessments with parents. They may even role play, performing practiced tasks as a peer or

teacher with their parent role playing the buddy student. The weekly Unit Selection Test, Easy CBM reading comprehension assessments, DIBELS and DAZE assessments, Constructive Response Evaluations, Interviews/Observations in small group and large group studies, and through the students Traveling Journal entries recorded by themselves and family members. These sources of input should give plenty of data to readdress lessons or topics not mastered. By sending OAKS sample comprehension tests, scored assessments, Scholastic Weekly Reader Magazine, homework, and choice reading materials home parents can assist their child in areas that require review and re-teaching. Communication and ongoing reminders to use common language, skills, and strategies incorporating the 5W's and 1 H will bridge need to more individual

Summative

I plan on utilizing all Four of Kirkpatrick's Evaluation Levels: reaction, learning, transfer, and results to assess my project. I have already touched on these levels while making the instructional video with my student's involvement. When my production is complete, I will be able to finish the evaluation levels of my parents.

LEVEL 1 – REACTION

Established baseline reading fluency rates and comprehension levels for third grade students will be done prior to the open house showing of the video. By this time these baselines are presented to the students and families with notifications of third grade expectations. The first survey of *Reading, For A Purpose* will be requested, to identify a correlation of families involvement, background, and ideals.

<u>In the making of the video</u>: Students were thrilled to be present and agreed in the discussion the goals of practicing and showing their families what we did at school will help their families understand.

LEVEL 2 – LEARNING

Students and families will be presented with the multiple ways using skills and strategies to assist the student's improvement of reading comprehension. The prerequisite to third grade success is that the strong correlation to reading fluency be address simultaneously if not along with. Families will be able to identify genres of books, assist student success in reading, and have purpose to increase their involvement their child's reading experiences.

Confirmative

For my course project I plan on the instructional plan for my course project to reflect my current teaching model that utilizes and build upon prior lessons skills and strategies. The common questioning strategies include Bloom's Taxonomy of various cognitive levels incorporated in comprehension activities with immediate feedback, modeling skills and strategies, and readdressing these concepts after new lessons are explored that are of different content matter but using familiar and similar assessment strategies. In doing this, students will be alleviated of the anxiety of new testing practices and not becoming disgruntled with the same evaluation measures used in assessing their learning. The communication between home and school will be continual and not forced. Familiarizing parent with the starting points of their child's fluency impacting their starting point of comprehension abilities will help them see where and what they

can do to assist their child in remaining on their aim-line to reach their targeted goal by the end

of the third grade.

Compare formative, summative, and confirmative evaluations, based on the following:

Evaluations	Formative	Summative	Confirmative
Purpose	Quality Control Processes and Products	Effectiveness of Student Learning Outcome Product Cost	Assurance that Learner is Using Correct Processes and Creating Adequate Product Outputs
Timing	Conducted Early and On-going	End of Assessment	Continued Assessment For Extended Periods
Data sources	Reactions from Learners Reviews by Subject Experts Observations of Learners Suggestions from Colleagues Interviews and Document Examinations	Unit Post Tests Final Exams	Standardized State Assessments Evaluations of Performance over Time
Analysis methods	Effectively using learned skills To solve problems identified Qualitative Measures Continued Educational Support for Learner to Reach Mastery	Efficiency of the Instruction Using Cost Effective Electronic Measures Learner Reaction Quantitative Measures using Statistics, Percentages, Means, and Modes	Evaluates How Learners Perform Over Time. Aim-lines and End Target/Goals/ Meeting Common Core State Standards
Audience	Student/Parent	Student/Parent	Student/Parent

Planning and Project Management

Key Personnel

To see that this plan is successful the staffing of adults needed in this triad needed are from within and outside the school setting. Experts are within and to be trained support outside are not staffed by the school district but essential are family members listed.

Current budget constraints limit the optimal school staffing that could be utilized, so in relation to this dilemma current staffing will be used. The third grade classroom teachers, Educational Assistants and Instructors in both Title 1 and SPED departments assigned, trained volunteers, and administrators will be part of the school staffing.

Family members may include parents, step-parents, grandparents, foster-parents, aunts, uncles, caregivers, and neighbors can be when referencing parents and guardians as to the time students are supported by them as the dynamics of families evolve today.

Milestones and Deliverables

The milestones are most notable in the student accomplishments when identifying the baseline of each student's fluency and comprehension with the aim line goal through a progression of formative assessments. Involving the triad team of teachers, support staff, and parents to target the skills and strategies utilized in support for individual student needs. But to wisely plan, adjust, and implement the project, whole class analysis must have a baseline and aim lines set for mid-year goals. Strategies and goals for developing appropriate objectives stated and followed through with. Then upon the school data meeting mid-year a final adjustment may be made. Weekly data relayed through the 'Traveling Journal' kept by students, formative assessments

sent as homework and/or from assigned class work will be reviewed by the triad team to create specific plans for students.

Deliverable data from the DIBELS and DAZE assessments will be guidelines in which individual and class goals are based. This will be supported with the Treasures selective test weekly and unit assessments that are used as training, formative and summative assessments. The OAKS sample for homework practice, formative on first attempt, and final summative assessment. The instructional video available 24/7 on YouTube (for parents and children to model after), the homework re-teaching worksheets that Identify language and skills and strategies to use, Easy CBM data sheets that identify progress of the class averages and individual student progression and goal lines, brochures identifying support strategies and websites, and Scholastic Weekly Readers with the Science supplementary magazine are deliverables.

Scheduling

A mandatory ninety minute language arts reading curriculum protocol is required in our district to teach the reading curriculum with fidelity. It is broken down to 30 minutes a day for whole class instruction, sixty minutes is then divided between small group, buddy reading and questioning, and individual reading and practice. Incorporation of interventions needed by identified students include a possible extra 25 minutes for strategic target needs and 30 minutes additional intensive target needs for fluency and comprehension utilizing commonly used skills and strategies given by Title 1 and SPED Services. Our district goals are established for students in our school policy that states times students should spend reading outside of the school hours. In third grade students are to read an additional 30 minutes daily outside of the school setting

with interaction from family members to support the common skills and strategies used in reading.

Weekly, monthly, unit, and quarter plans, and data will be recorded and implemented.

The plan will include three times a year analysis as to productively meeting the goals of the plan. This will evaluate the teaching process, assessments, formative recording and adjustments then end of the year evaluations through summative results. All data can be used in confirmative (ongoing) support for students after third grade.

Budget

Budgeting with respect to money is not a factor of additional cost of implementation of my plan, as it is already allocated for the educational process offered for students' educational rights. The time budgeting component is critical in consideration and implementation of my project. Administrative required mandates deemed for reading/language arts fidelity and RTI modeling is established and budgeted in our school plan. The support staff schedules are formatively reconfigured to meet the strategic and intensive needs of our students. The Special Education Plans budget their allotments of support services that also support this plan. Therefore, financial costs are assumed in each of these categories.

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