



School Improvement Action Plan

Early Literacy

Washakie County School District #1

Goal:

Annually 50% percent of students at the intensive and strategic levels will improve to the strategic and benchmark levels, respectively, as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Measures of Academic Progress (MAP), and/or Proficiency Assessment for Wyoming Students (PAWS). The percent of students in grades K-6 at the below basic level for reading will be sustained at less than 15% consistently.



School Improvement Action Plan: Early Literacy

Washakie County School District #1

NCA GOAL: All students in the primary grades (K-2) will increase reading skills.

Fall 2010

Essence of Goal: Students will demonstrate comprehension by using strategies to make predictions, identify main idea, and supporting details, compare and contrast, summarize and infer, and fluency. (Requirement of Enrolled Act 69)

Assessments Used to Measure the Goal:

PAWS

MAP

DIBELS Next

Research Used in Selection of Intervention:

Marie Clay's Research

DRA Validity

Support Data Used in Selection of Goal:

WyCAS

Terra Nova

Local Standards-Based Assessments

Intervention #1: All WHS students will have a variety of options for credit recovery and/or standards proficiency.					
Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
2010-2011	Ruth Stephens Mary Krisko	2010	2011	Use district Early Literacy Plan IRP - Individual Reading Plan	
2009-2010	Ruth Stephens Mary Krisko	2009	2010	Use district Early Literacy Plan IRP - Individual Reading Plan	
2008-2009	Ruth Stephens Mary Krisko	2008	2009	Use district Early Literacy Plan IRP - Individual Reading Plan	
2007-2008	Ruth Stephens Mary Krisko Trish Harder	2007	2008		

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Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
Professional development in small group reading instruction for all teachers, specialists and paraprofessionals	Instructional Facilitator	Sept 2007	May 2008	A guided reading presenter chosen before January 2008	
Purchase multiple copies of leveled books for small group reading instruction	Reading Specialist	Sept 2007		\$5,000 per school	
Reading Specialists to develop a comprehensive reading plan with a focus on small group reading instruction	Dr. Krisko	Aug 2007	Oct 2007		
Reading Specialists to progress-monitor intensive and strategic students K-5 as measured by DIBELS	Mary Ann Sapp Juanita Mouat Mark Stephens Kari Ferree	Aug 2007	May 2008	DIBELS progress monitoring materials	
Develop progress-monitoring communications amount Title I, Special Ed and Classroom Teachers	Mary Ann Sapp Juanita Mouat Mark Stephens Kari Ferree	Aug 2007	May 2008		
Homework Club	Joe Bishop	Ongoing	May 2008		
2 hour protected block for Language Arts	Dr. Krisko	Aug 2007			
All students will receive differentiated reading instruction via Guided Reading small ability groups in regular classroom.	Juanita Mouat Joe Bishop	Continuing for K-2 teachers. November 2008 for 3-5 teachers	Ongoing	<u>Practice with Purpose</u> , Diller <u>The Daily 5</u> , Boushey Guided Reading materials from Sheryl Lain	Sheryl Lain, et al, for 4 days in November and 4 days in December 2008, modeling and coaching for teachers. Additional grade level meetings to continue Guided Reading staff development. Teachers, 3-5, will continue to receive professional development for full implementation by May 2009.
All students will use leveled books for Guided Reading instruction	Juanita Mouat Joe Bishop	Continuing for K-2 grades November 2008 for 3-5 grades	Ongoing	Multiple copies of leveled books. More purchased as needed.	See above.

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2006-2007					
DIBELS Training – Teacher Teams East Side South Side West Side	Mary Krisko Joe Bishop Linda Anderson	June 2006	August 2006	DIBELS materials DIBELS website	WDE Training – Debi Gaines Lander (June) Casper (August)
Reading Curriculum <ul style="list-style-type: none"> › Title I Teachers: Discuss format for examining a new curriculum for consideration › Elementary Staff: Proposal for examining various reading curricula and Reading Task Force development 	Mary Krisko Mary Krisko Ruth Stephens Juanita Mouat	August 2006	August 2006	East Side Media Center	Review/discussion – Title I staff Review/discussion – all staff
Reading Task Force <ul style="list-style-type: none"> › Research/examine reading programs › Visit schools › Investigate research-based programs › Representatives from each school – both primary and intermediate and SPED › Share with staff › Examine by staff 	Mary Krisko Ruth Stephens Juanita Mouat Christine StClair Lori Feather S Bruckner Carla Bryant	August 2006	May 2006	Reading Websites Debi Gaines, WDE Lesley Wanbert, WDE Wyoming Elementary Schools Research Programs	Collaborate with elementary teachers
DIBELS Testing <ul style="list-style-type: none"> › Download/prepare tests › Test by School East Side South Side West Side › Review data and data analysis of student information 	Ruth Stephens Mary Ann Sapp Mark Stephens Kari Ferree Juanita Mouat Anna Butterfield	Aug 2006 Jan 2007 May 2007	Aug 2006 Jan 2007 May 2007	DIBELS Website Debi Gaines Title I Assessment Team Testing schedule by grade	Collaborate with teachers Review data analysis with teachers
STAR Early Literacy <ul style="list-style-type: none"> › K-2 Renaissance Training 	Mary Krisko Angie Wagner Debbie Staley Barb Smith	August 2006	August 2006	Marie McCollum, Renaissance Learning	South Side Elementary Media Center for all K-2 classroom and SPED teachers and K-2 Para-educators

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<ul style="list-style-type: none"> ‣ Pre, Post, and Formative Assessment ‣ 5 Areas of the required 7 addressed 	Vicky Gopp Angie Wagner Debbie Staley Barb Smith Mary Krisko Ruth Stephens Mary Ann Sapp Kari Ferree	August 2006 August 2006 August 2006	On-going August 2006 May 2007	Title I Assessment Team Renaissance Place Renaissance Learning Marie McCollum DRA Kits	Option on request
DRA <ul style="list-style-type: none"> ‣ Testing (optional to teachers) ‣ Training (optional to teachers) 		May 2007	On-going	DIBELS Data Star Early Literacy Data	DIBELS Training STAR Early Literacy Training
End of Year reporting to WDE <ul style="list-style-type: none"> ‣ K-2 Grade Levels ‣ 3-5 Grade Levels 	Mary Krisko Ruth Stephens Juanita Mouat Jack Stott Mary Krisko Ruth Stephens Juanita Mouat	 May 2006	 On-going	DIBELS Data PAWS Reading – 2007 Accelerated Reader STAR Reading WEdGate Inform	DIBELS Training PAWS Training WEdGate Inform Accelerated Reader Training STAR Reading Training
2005-2006	Ruth Stephens Mary Krisko Trish Harder				
Continued professional development through the school year for K-2, Title I and Special Ed teachers and Para-professionals in the areas of the five components of reading	Pia Hansen-Powell Kathie Cloonan Yvette Zgonc	Oct 2005 Nov 2005 Mar 2005	May 2006 May 2006 May 2005	In-service and substitute teaching costs \$19,000. Teaching materials to implement the strategies learned. \$3,000	Reading & Writing, Math Story Problems Advanced Guided Reading Brain-Based Strategies for Reading & Writing
Lowest students identified using May 2005's data	Ruth Stephens Trish Harder Classroom Teachers, Title I Teachers	Aug 2005	Sept 2005		
New students assessed and lowest referred for intervention				DRA Kits	
IRP for identified students	Classroom Teachers Trish Harder Ruth Stephens	Sept 2005	Sept 2005		

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Intervention for the lowest students. a. Small-group instruction b. Extra Guided Reading sessions c. Para-educators reading/writing one on one or small group instruction	Classroom Teachers Title I Teachers Special Ed Teachers Para-educators Trish Harder Ruth Stephens	Sept 2005	May 2006	School Book Room Reading A-Z \$900.	
Home Component: a. Parents reading with children b. Book It c. Reading Homework d. Bingo for Books	Parents Title I teachers Ruth Stephens	Sept 2005	May 2006	Library School Book Room Title I Grant	
End of Year Assessment for all K-2 students and 3 rd and 4 th grade students with an IRP.	Title I Teachers Ruth Stephens Trish Harder	May 2006	May 2006	DRA Kits PAWS reading scores	
Report data to the State	Ruth Stephens Trish Harder Jack Stott	May 2006	May 2006		
2004-2005	Ruth Stephens Mary Krisko Trish Harder				
Continued professional development through the school year for k-2, Title I and Special Ed teachers and Paraprofessionals in the areas of the five components of reading.	Ruth Stephens Trish Harder	Aug 2004	May 2005	In service and conference costs \$10,000 Teaching materials to implement the strategies learned. \$3,000.	Running Record Review Literacy Workshops and Conferences Spelling Review of Guided Reading Phonemic Awareness
	Ruth Stephens Trish Harder	Aug 2004	Dec 2004		
	Rebecca Sitton	Aug 2004	Dec 2004		
	Sheryl Lain	Jan 2005	May 2005		
	Patrick Manyak	Oct 2004	May 2005		
	Connie Hebert	Nov 2004	May 2005		
Yvette Zgonc	Apr 2005	May 2005			
Lowest students identified using May 2004's data	Ruth Stephens Trish Harder Classroom Teachers	Aug 2004	Sept 2004		

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Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
New students assessed and lowest referred for intervention				DRA Kits	
IRP for identified students	Classroom Teachers Trish Harder Ruth Stephens	Sept 2004	Sept 2004		
Intervention for the lowest students. a. Small-group instruction b. Extra Guided Reading sessions	Classroom Teachers, Title I and Special Ed Teachers Trish Harder Ruth Stephens	Sept 2004	May 2005	School Book Room	
Home Component: a. Parents reading with children b. Book It c. Reading homework d. Bingo for Books	Parents Title I teachers Ruth Stephens	Sept 2004	May 2005	Library School Book Room Title I Grant	
End of Year Assessment for all K-2 students and third and fourth grade students with an IRP.	Title I teachers Ruth Stephens	May 2005	May 2005	DRA Kits TerraNova reading scores WyCAS reading scores	
Report data to the State	Ruth Stephens Trish Harder	May 2005	June 2005		
2003-2004	Ruth Stephens Mary Krisko				

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		Start	Complete		
Continued professional development through the school year for K-2, Title I, Special Ed teachers and Para-educators	Mary Rose Ruth Stephens Trish Harder	Sept 2003	Sept 2003	In-service cost \$1500.	Assessment Writing
		Oct 2003	Oct 2003		
	Nov 2003	Dec 2003	Conferences Portland, OR - \$3,000. Toronto, Ontario - \$3,000.	Conferences: a. Portland Early Literacy b. Wyoming Reading c. Montana Reading d. Toronto Reading Recovery and Early Literacy	
	Jan 2004	Jan 2004			In-service cost \$2,000.
	Mar 2004	Mar 2004	In-service cost \$1,500.	Phonemic Awareness Appropriate Phonics Comprehension Strategies	
	April 2004	April 2004			In-service cost \$1,500. Teaching materials to implement strategies learned \$3,000.
Ruth Stephens Trish Harder	Aug 2003	Sept 2003			
Lowest students identified using May 2003's data	Classroom Teachers			DRA Kits	
New students assessed and lowest referred for the intervention.	Classroom Teachers Trish Harder	Sept 2003	Sept 2003		
IRP for identified students	Ruth Stephens				
Intervention for lowest students a. Small group instruction	Classroom Teachers Trish Harder Ruth Stephens	Sept 2003	May 2004	School Book Room	
b. Extra Guided Reading sessions	Title I and Special Ed Teachers Ruth Stephens	Sept 2003	May 2004		

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		Start	Complete		
Home Component: a. Parents reading with children b. Book It c. Reading Homework d. Bingo for Books	Parents Title I Teachers Ruth Stephens	Sept 2003	May 2004	Library School Book Room Title I Grant	Home Component: a. Parents reading with children b. Book It c. Reading Homework d. Bingo for Books
End of Year Assessment of all K-2 students and 3 rd Graders with IRP's	Title I Reading Teachers Ruth Stephens	May 2004	May 2004	DRA Kits TerraNova Reading Scores	End of Year Assessment of all K-2 students and 3 rd Graders with IRP's
Report data to the State	Ruth Stephens	May 2004	May 2004		Report data to the State
Share data with classroom teachers	Trish Harder	May 2004	May 2004		Share data with classroom teachers
2002-2003	Ruth Stephens Trish Harder				
Continued professional development through the school year for K-2, Title I and Special Ed teachers, half-days, 6 times/year	Ruth Stephens Trish Harder Kim Wyman Katie Dunham Kari Ferree Tina Krejci	August 2002	May 2003	In- Service Costs - \$7,693. Professional Book Apprenticeship to Literacy - \$340 Teaching materials to implement strategies learned - \$7,500. Extra DRA Assessment Kits - \$1,188. DRA Alternative Titles - \$1,000. Workshops in Billings - \$2,000.	Review of Running Records (Sep) Technology in Literacy (Oct) Connections in Reading (Nov) Book Room Leveling (Jan) Importance of Writing (Mar) Advanced Guided Reading Interactive Writing
Supplement school book room with science, social studies and math leveled texts.	Ruth Stephens Trish Harder Dyanne Dill Linda Mischke	Sept 2002	Dec 2002	Leveled Books Non-Fiction and Fiction \$9,000	
Lowest students identified using May 2002's data	Ruth Stephens Trish Harder	Aug 2002	Sept 2002		
New students assessed and the lowest referred for the intervention	Classroom Teachers Trish Harder Ruth Stephens	Aug 2002	Sept 2002	DRA Kits	

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		Start	Complete		
IRP for identified students	Classroom Teachers Trish Harder Ruth Stephens	Sept 2002	Sept 2002		
Intervention for lowest students a. Guided Reading in small-group instruction b. Extra reading sessions	Classroom Teachers Trish Harder Ruth Stephens Title I and Special Ed Ruth Stephens				
Home Component: a. Parents reading with children b. Book It c. Reading Homework d. Bookmark Strategies e. Keep Book f. Bingo for Books	Parents Classroom Teachers Title I Reading Teachers Trish Harder Ruth Stephens				
End of Year Assessment of all K-2 students	Ruth Stephens Trish Harder Linda Mischke Mark Stephens	May 2003	May 2003		
Proficiency levels K = level 2 1 = level 16 2 = level 20					
Sharing of data to the classroom teachers	Ruth Stephens Trish Harder Dyanne Dill Linda Mischke Mark Stephens	May 2003	May 2003		
2001-2002	Ruth Stephens Trish Harder				

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Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
Training of K-2 classroom teachers, Special Ed and Title I teachers.	Ruth Stephens Trish Harder Dyanne Dill Linda Mischke	August 2001	May 2002	In-service Costs \$13,342.00 Professional Books: Observation Survey \$500. Assessment Materials: Developmental Reading Assessment Kits \$2,325	Initial Training, 2 days of training to administer the Observation Survey Half day trainings monthly in Early Balanced literacy Training Topics: Guided Reading Analysis of Running Records Leveling Books Interactive Writing Word Work and Literacy Centers
School book room stocked with level books.	Ruth Stephens Trish Harder Dyanne Dill Linda Mischke	August 2001	Sept 2002	Leveled Books: Fiction and Non-Fiction \$22,578.	
Lowest students identified using DRA levels	Classroom Teachers Trish Harder Rith Stephens	Sept 2001	Sept 2001		
Individual Reading Plan (IRP) for identified students.	Classroom Teachers Trish Harder Ruth Stephens	Sept 2001	Sept 2001		
Intervention for lowest students: a. Guided Reading in small-group instruction b. Extra reading sessions by Title I and Reading Recovery teachers	Classroom Teachers Trish Harder Ruth Stephens Title I and Reading Recovery Teachers Trish Harder Ruth Stephens	Sept 2001	May 2002		
Home Component: a. Parents reading with children b. Book It c. Reading homework d. Keep books e. Bookmark Strategies	Parents Teachers Title I Teachers Reading Recovery Trish Harder Ruth Stephens			Bookmarks \$50 Keep Books \$3,000.	

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		Start	Complete		
Levels of proficiency at the end of the school year. K = level 2 RR 1 = level 16 RR 2 – level 20 or 28 DRA					
End of the year assessment of all K-2 students	Ruth Stephens Trish Harder Dyanne Dill Linda Mischke	May 2002	May 2002	DRA Reading Assessment Kits	
Sharing of assessment data with classroom teachers	Ruth Stephens Trish Harder Dyanne Dill Linda Mischke	May 2002	May 2002		