



# **School Improvement Action Plan**

## **English Language Students**

Washakie County School District #1

**Goal: 16.5% of English Language Students will achieve English language proficiency as measured by the WIDA ACCESS assessment, as recorded in the Annual Measurable Achievement Objective (AMAO 2) as a required target by the Wyoming Department of Education, and will increase proficiency by 1.5% in each subsequent year for 10 years.**



## School Improvement Action Plan: EL Students

### Washakie County School District #1

**NCA GOAL: Washakie County School District will increase the number of EL students deemed fluent (FEP).**

Fall 2010

Essence of Goal: The percentage of EL students deemed fluent on the ACCESS test will increase by 3% annually. An intervention is developed by each school to meet the needs of the EL academic culture of the school as determined by EL student data.

Assessments Used to Measure the Goal:

WIDA ACCESS	DIBELS
MAP	AMAO Data
PAWS	WIDA Standards

Research Used in Selection of Intervention:

- Research on Best Practices in Language Acquisition
- Research on Structure of Other EL programs
- Research from the WIDA Standards
- Mosaic of Thought (Zimmerman) – CALLA Handbook

Support Data Used in Selection of Goal:

- %age of EL Students Proficient on ACCESS (WIDA)
- %age of EL Students Proficient on LA Standards
- %age of EL Students Graduation Rate

### Washakie County School District #1

Intervention #1: All EL students will have a variety of options for English language services in each school.					
Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
1. Support staff to achieve EL endorsement through UW and PTSB	Kathy Wise Kim Sanford Rachel Cruz-Nicklas Joe Winkler Vicky Gopp	Fall 2007	Spring 2009	University of Wyoming Dr. Francisco Rios WDE - Title III Partnership/Scholarship	EL Standards WIDA Standards Sheltered Instruction

**Intervention #1: All EL students will have a variety of options for English language services in each school.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
	Jody Rakness Debbie Keller Connie Reutter Kim Wyman Beverly Heyer Mary Ann Sapp Vicki Overcast				
2. Support Interventions for East Side, South Side, and West Side Elementary Schools providing support for the EL teacher with appropriate resources to meet the needs of all EL students	Dr. Mary Krisko Connie Reutter Kim Wyman	Fall 2006	On Going	University of Wyoming Dr. Francisco Rios WDE - Title III	EL Standards WIDA Standards Sheltered Instruction
3. Support Interventions for Worland Middle School providing support for the EL teacher with appropriate resources to meet the needs of all EL students	Dr. Mary Krisko Connie Reutter	Fall 2006	On Going	University of Wyoming Dr. Francisco Rios WDE - Title III	EL Standards WIDA Standards Sheltered Instruction
4. Support Interventions for Worland High School providing support for the EL teacher with appropriate resources to meet the needs of all EL students	Dr. Mary Krisko Josh Garcia	Fall 2009	On Going	University of Wyoming Dr. Francisco Rios WDE - Title III	EL Standards WIDA Standards Sheltered Instruction
5. Support Interventions for East Side, South Side, and West Side Elementary Schools providing paraeducator support for a push in program for EL students.	Dr. Mary Krisko Kim Wyman	Fall 2006	On Going	University of Wyoming Dr. Francisco Rios WDE - Title III	EL Standards WIDA Standards Sheltered Instruction
6. Support Interventions for Worland Middle School providing paraeducator support for a push in program for EL students.	Dr. Mary Krisko Connie Reutter	Fall 2009	On Going	University of Wyoming Dr. Francisco Rios WDE - Title III	EL Standards WIDA Standards Sheltered Instruction
7. Support Interventions for Worland High School providing a Language Acquisition class for EL (LEP) students	Dr. Mary Krisko Josh Garcia	Fall 2006	On Going	University of Wyoming Dr. Francisco Rios	EL Standards WIDA Standards

**Intervention #1: All EL students will have a variety of options for English language services in each school.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
				WDE - Title III	
8. Support Interventions for East Side Elementary providing support for the EL teacher with appropriate resources to meet the needs of all EL students	Dr. Mary Krisko Connie Reutter	Fall 2006	On Going	University of Wyoming Dr. Francisco Rios WDE Title III	EL Standards WIDA Standards
9. The district will provide an EL Plan to meet compliance with federal and state compliance	Dr. Mary Krisko	2004	On Going	WDE Title III	WDE Title III
10. The district will notify all EL parents of not meeting compliance with AMAO requirements from the data collected through ACCESS during Spring 2010	Dr. Mary Krisko	Fall 2010	Fall 2010	WDE Title III ACCESS	

## East Side Elementary

Intervention #1: English Language Learners will learn and apply metacognitive reading strategies in whole group and small group reading instruction, and writing strategies for written text.					
Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
1. EL students, grades K-5 <sup>th</sup> , will receive reading instruction in Guided Reading small ability groups in the regular classroom.	Classroom Teachers Connie Reutter	Oct. 2008	Ongoing	Sheryl Lain, et al. <u>Daily 5</u> by Boushey & Mosey <u>Practice With Purpose</u> by Diller	Four days in Nov. and Dec., 2008 Modeling and coaching Additional grade-level trainings to continue Guided Reading staff development.
2. EL students will use leveled books in Guided Reading sessions in regular classrooms.	Classroom Teachers Mark Stephens LSTs	Oct. 2008	Ongoing	Multiple copies of leveled books, both fiction and non-fiction.	Aforementioned training in Guided Reading.
3. EL students will be closely monitored for progress in literacy proficiency using the WDE English Language Assessments Standard Student Progress Tracker and quarterly progress reports.  EL students will be closely monitored for progress in literacy proficiency using the Quarterly Progress Report Form.	Classroom Teachers Connie Reutter  Classroom Teachers Connie Reutter	Oct. 2008  Aug. 2009	May 2009  On-going	Infinite Campus E-mail Shared planning times Pilot tools ELAS Standards for LEP students Quarterly Progress Report Forms	District training in Infinite Campus. EL Instructor will meet one on one with classroom teachers and EL support staff to explain documentation.
4. EL students will receive writing instruction through the Six Traits of Writing and the Lucy Calkins writing workshop program.	Classroom Teachers Connie Reutter LSTs and Para-Educators Mark Stephens	Oct. 2008	On-going	<u>Units of Study for Teaching Writing</u> grades K-2 and 3-5, and Six Traits of Writing	<ul style="list-style-type: none"> <li>• Book study in April &amp; May 2008</li> <li>• Writing rubric training starting in October, 2008 for K-5 Teachers, Para-Educators, and specialists</li> </ul>
5. EL students will participate in literacy instruction using technology.	Classroom Teachers EL Teacher	Aug. 2008	On-going	Computer lab Websites Neos Extra lab times Leap Frog	District mini Technology Conference in March each year.

**Intervention #1: English Language Learners will learn and apply metacognitive reading strategies in whole group and small group reading instruction, and writing strategies for written text.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
				Accelerated Reader Accelerated Math Fluent Reader Read Naturally	
6. Limited English Proficient students will receive an EL Plan to meet their needs.	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Connie Reutter</li> </ul>	Nov. 2008	On-going	Extension of ELAS Standards, grade 1 and 4 reading	N/A
7. EL Teacher will push in the classroom or pull out students as needed.	<ul style="list-style-type: none"> <li>Connie Reutter</li> </ul>	Aug. 2008	On-going	EL Teacher time	N/A

## South Side Elementary

Intervention #1: English Language Learners will learn and apply metacognitive reading strategies in whole group and small group reading instruction, and writing strategies for written text.					
Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
1. EL students, grade K through 5 will receive reading instruction in Guided Reading.	Classroom teachers, Title 1, Language Arts Facilitator, and EL Teacher	November 2008	Ongoing	Sheryl Lain, etal <u>Daily5</u> , Boushey, etal <u>Practice with Purpose</u> , Diller, etal	4 days in Nov. and 4 days in Dec. Modeling and Coaching Guided Reading.  Additional grade level Trainings to continue Guided Reading staff development.
2. EL Students will use leveled books in Guided Reading session in the regular classroom.	Classroom teachers, Title 1 and Learning Support Teacher	November 2008	Ongoing	Multiple copies of leveled books, both fiction and non fiction	Guided Reading training
3. EL Students will receive individual instruction for the EL Teacher.	EL Teacher	September 2008	Ongoing	Classroom materials and EL teacher materials	
4. EL Students will be progress monitored Quarterly for literacy proficiency.	EL Teacher, Title 1 and Classroom teacher	September 2008	Ongoing	Email Infinite Campus DIBELS Progress Monitor EL Progress Monitor	District Infinite Campus Training
5. EL students will receive writing instruction through review of the Six Traits of writing used on the PAWS and writing workshop program.	Classroom teacher	October 2008	Ongoing	Unit of Study for Teaching Writing, Grades K-2 and 3-5	Review of 6 Trait Writing Rubric used on PAWS. Unit of Study for Teaching Writing, Grades K-2 and 3-5 book study.
6. EL students will participate in literacy instruction using technology.	Classroom teacher and EL Teacher	September 2008	Ongoing	Computer Lab, website, Neos, extra lab times	District Mini Tech Conference in March
7. Low-performing EL Students will receive an Limited English Proficiency Plan	Classroom teacher and EL Teacher	September 2008	Ongoing		

## West Side Elementary

Intervention #1: English Language Learners will learn and apply metacognitive reading strategies in whole group and small group reading instruction, and writing strategies for written text.					
Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
1. EL students will receive reading instruction in Guided Reading small ability groups in a push-in/pull-out program	Kim Wyman Joe Bishop	November 2008	Completed	Sheryl Lain, et al <u>Daily 5</u> , Boushey, et al <u>Practice with a Purpose</u> , Diller	4 days in Nov and 4 days in Dec modeling and coaching  Additional grade level trainings to continue Guided Reading staff development for grades 3-5 targeting EL students.
2. EL students will use leveled books in Guided Reading sessions in a push-in/pull-out program.	Kim Wyman Joe Bishop	November 2008	Ongoing	Multiple copies of leveled books, both fiction and non-fiction are purchased	Aforementioned training in Guided Reading
3. EL students will be closely monitored for progress in literacy proficiency.	Kim Wyman Joe Bishop	Current	End of Year	Infinite Campus Email Shared planning times  Pilot tools ELAS Standard Monitoring for LEP/FEP students	District Trainings in Infinite Campus
4. EL students will receive writing instruction through the <i>Six Traits of Writing</i> and the Lucy Calkins writing workshop program.	Juanita Mouat	October 2, 2008	Completed	<u>Units of Study for Teaching Writing, Grades K-2 and 3-5</u> and <i>Six Traits of Writing</i>	Book Study, April and May 2008  District trainings starting in October 2008 for K-5 teachers, specialists and paraprofessionals
5. EL students will participate in literacy instruction using technology.	Kim Wyman	Current	Completed	Computer lab, websites, Neos, extra lab times, Leap Frog, AR, AM Fluent Reader	Mini Technology District Conference in March each year for district staff.
6. Low-performing EL students will receive a Limited English Proficiency Plan	Kim Wyman Joe Bishop	November 2008	Ongoing	Extension of ELAS Standards Grade 1 and Grade 4 Reading	
7. Implement new technologies into current curriculum and standards.	Kim Wyman Teaching Staff	August 2010	Ongoing	I Pod Touch  Promethean Boards	District training for staff.

## Worland Middle School

<b>Intervention #1: All EL Students at WMS will improve their reading skills by using <u>targeted and implemented interventions specific to the needs of each individual student learner.</u></b>					
<b>Action Steps to Implement Intervention</b>	<b>Persons Responsible</b>	<b>Timeline</b>		<b>Resources</b>	<b>Staff Development</b>
		Start	Complete		
1. Worland Middle School will analyze WIDA: ACCESS for ELs (Beginning 2009-2010), PAWS, MAP (Beginning Fall 2008), and STAR Reading data to identify EL students who are not successful readers.	Connie Reutter	Fall 2006	Fall 2010	Confidential data must be made available to Mrs. Reutter  Annual release time as necessary	MAP Training for Data Analysis WELA Training Review  WIDA: ACCESS for ELs (Beginning 2009-2010)
Content-Area Staff Development: 3. EL Strategies for use in the content-area classroom a. Provide all WMS staff with a copy of our locally developed WCSD#1 ESL Handbook b. Annual EL review session for all WMS Staff 4. Using the English Language Assessment Standards Student Progress Tracker for Grades 6 – 8	Connie Reutter Deb KELer All WMS Teaching Staff and Paraeducators	Spring '06 Nov. 4, '08	Spring '06 Nov. 2009	In-service Time for Staff Development  ESL Handbook provided for each staff member, Central Office library, WMS Professional Library  Annual release time as necessary	EL Strategies for Content Area Classrooms  English Language Assessment Standards Student Progress Tracker for Grades 6 – 8
Push-In/Pull Services provided for all EL Students: 5. EL Instructor will provide services to EL students in the regular classroom 6. Quarterly Progress Monitoring for all EL Students 7. Small-group Guided Instruction 8. Small-group Testing with appropriate EL strategies and accommodations	Connie Reutter	Fall 2006	May 2011	WMS Schedule arranged to accommodate EL students individual needs  Coordinated scheduling to provide in-class (push-in) services by EL Instructor.	
<b>Direct Reading/Vocabulary Instruction</b> 9. Individual Reading Support with Title I services as deemed appropriate/individualized 10. Homeroom Reading – guided assistance and reading instruction 11. Vocabulary Building 12. Reading Fluency	Connie Reutter Content-Area Instructors Paraeducators	Fall 2006	May 2011	WMS Schedule arranged to accommodate EL students individual needs  Coordinated scheduling to provide in-class (push-in) services by EL Instructor.	Vocabulary Strategies in the content-area classroom  (See It, Hear It, Say It, Know It)  Visual Vocabulary  Word Walls  Graphic Organizers  Foldables (Hands-on Graphic

**Intervention #1: All EL Students at WMS will improve their reading skills by using targeted and implemented interventions specific to the needs of each individual student learner.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
a. Fluent Reader (as appropriate) to build both fluency and sight word recognition b. Running Records 13. Reading Comprehension 14. Modeling 15. Guided Reading Instruction					Organizers) Fluent Reader (as appropriate) Read Naturally (as appropriate) Using Running Records to build reading fluency (as appropriate) Building Reading Comprehension Strategies Building Thinking Skills (Basic to Higher Level) Modeling and Guided Reading
16. Teacher and Paraeducator Progress Monitoring Training a. Monitoring Student Progress for all LEP and FEP students as necessary b. Using the EL Checklist in the content-area classroom c. Using the English Language Assessment Standards Student Progress Tracker for Grades 6 – 8	Connie Reutter Content-Area Instructors Paraeducators	Fall 2006 2008-2009	May 2011 2008-2009	WMS Release and/or In-service time for staff development – as necessary	Using the EL Checklist in the content area classroom English Language Assessment Standards Student Progress Tracker for Grades 6 – 8

**Intervention #2: All EL Students will be services through appropriate “Push-In” and “Pull-out” Instruction as necessary and appropriate to the needs of the individual EL student.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
1. Wortland Middle School will analyze PAWS, MAP, and WIDA: ACCESS for ELs data to identify EL students who are in need of targeted writing strategies.	Connie Reutter	Fall 2006	Fall 2010	Confidential data must be made available to Mrs. Reutter Annual release time as necessary	MAP Training for Data Analysis WELA Training Review WIDA: ACCESS for EL

**Intervention #2: All EL Students will be services through appropriate “Push-In” and “Pull-out” Instruction as necessary and appropriate to the needs of the individual EL student.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
<p><b>Content-Area Staff Development:</b></p> <p>2. EL Strategies for use in the content-area classroom</p> <p>    a. Provide all WMS staff with a copy of our locally developed WCSD#1 ESL Handbook</p> <p>    b. Annual EL review session for all WMS Staff</p> <p>3. Using the English Language Assessment Standards Student Progress Tracker for Grades 6 – 8</p>	<p><b>Connie Reutter</b></p> <p>Deb KEler</p> <p>All WMS Teaching Staff and Paraeducators</p>	<p>Spring '06</p> <p>Sept. 22, 2009</p>	<p>Fall '09</p> <p>Sept. 22, 2009</p>	<p>In-service Time for Staff Development</p> <p>ESL Handbook provided for each staff member, Central Office library, WMS Professional Library</p> <p>Annual release time</p>	<p>ESL Strategies for Content Area Classrooms</p> <p>English Language Assessment Standards Student Progress Tracker for Grades 6 – 8</p>
<p><b>Push-In/Pull Services provided for all EL Students:</b></p> <p>4. EL Instructor will provide services to EL students in the regular classroom</p> <p>5. Quarterly Progress Monitoring for all EL Students</p> <p>6. Small-group Guided Instruction</p> <p>7. Small-group Testing with appropriate EL writing strategies and accommodations</p>	<p>Connie Reutter</p>	<p>Fall 2006</p>	<p>May 2011</p>	<p>WMS Schedule arranged to accommodate EL students individual needs</p> <p>Coordinated scheduling to provide in-class (push-in) services by EL Instructor.</p>	
<p>8. Worland Middle School will analyze PAWS, MAP (Beginning Fall 2008) and WIDA: ACCESS for ELs data to identify EL students who are in need of targeted writing strategies.</p>	<p>Connie Reutter</p>	<p>Fall 2006</p>	<p>Fall 2010</p>	<p>Confidential data must be made available to Mrs. Reutter</p> <p>Annual release time as necessary</p>	<p>MAP Training for Data Analysis</p> <p>WELA Training Review</p> <p>WIDA: ACCESS for ELs</p>
<p><b>Direct Writing and Vocabulary Instruction</b></p> <p>9. Vocabulary Building</p> <p>10. Reading Fluency</p> <p>    a. Fluent Reader (as appropriate) to build both fluency and sight word recognition</p>	<p>Connie Reutter</p> <p>Content-Area Instructors</p> <p>Paraeducators</p>	<p>Fall 2006</p>	<p>May 2011</p>	<p>WMS Schedule arranged to accommodate EL students individual needs</p> <p>Coordinated scheduling to provide in-class (push-in) services by EL Instructor.</p>	<p>Vocabulary Strategies in the content-area classroom</p> <p>(See It, Hear It, Say It, Know It)</p> <p>Visual Vocabulary</p> <p>Word Walls</p>

**Intervention #2: All EL Students will be services through appropriate “Push-In” and “Pull-out” Instruction as necessary and appropriate to the needs of the individual EL student.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
b. Running Records 11. Reading Comprehension 12. Modeling the Writing Process 13. Guided Writing Instruction through Step-Up-to-Writing					Graphic Organizers Foldables (Hands-on Graphic Organizers) Read Naturally (vocabulary used to build reading and writing fluency) Developing Writing Strategies through Step-Up-to-Writing Building Thinking Skills (Basic to Higher Level) Modeling and Guided Writing
14. Teacher and Paraeducator Progress Monitoring Training - Monitoring Student Progress for all LEP and FEP students as necessary a. Using the EL Checklist in the content-area classroom b. Using the English Language Assessment Standards Student Progress Tracker for Grades 6 – 8	Connie Reutter Content-Area Instructors Paraeducators	Fall 2006 2008-2009	May 2011 2008-2009	WMS Release and/or In-service time for staff development	Using the EL Checklist in the content area classroom English Language Assessment Standards Student Progress Tracker for Grades 6 – 8

## Worland High School

Intervention #1: All WHS EL Students will benefit from a comprehensive EL program.					
Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
1. EL students will be registered for a course in Language Acquisition as appropriate.	Andrea Bilodeau Steve Staab Josh Garcia	Summer 2008	Ongoing	EL Instructor, EL Instructional Materials, Classroom	Training as needed for EL personnel on EL teaching techniques
2. EL students will be registered for an EL Skills class to assist them with class work as appropriate	Andrea Bilodeau Steve Staab Josh Garcia	August 2008	Ongoing	EL Instructor, EL Instructional Materials, Classroom	Training as needed for EL personnel on EL teaching techniques
3. EL students will receive in-class support and assistance as appropriate.	Josh Garcia EL paraeducator	August 2008	Ongoing	EL Instructor, EL Para-Educator(s), EL Instructional Materials	Training for classroom teachers on meeting the educational needs of EL students
4. School Schedule: Friday afternoon student remediation	All teachers and administrators	August 2010	Ongoing	Staff collaboration Development of new schedule	
5. EL students will have an Individualized Learning Plan with needed classroom accommodations	Josh Garcia and regular education teachers	August 2008	Ongoing	Staff collaboration Parent input	Training as needed for EL personnel and regular education on implementing accommodations
6. All students will have access to their teachers outside of the regularly scheduled class time for additional assistance (either before school, after school or during lunch period)	All teachers	August 2008	Ongoing		
7. Students will receive assisted or co-taught instruction in Algebra Concepts, Geometry, Consumer Math, Physical Science, Earth Science, Biology, Current World Geography, World History, US History, English I and II and other classes as needed.	JoshGarcia Kevin Anderson Tracey Wiley Kim Sanford Glenda Blake Mitch Volin	August 2008	Ongoing	Teachers for co-teaching and para-educators for assisted classes	Co-teacher training and paraeducator training

**Intervention #1: All WHS EL Students will benefit from a comprehensive EL program.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
	Kitsy Barnes Tim Barrus Jane Frye other regular education teachers				
8. School staff will work with outside agencies to ensure students' needs are being addressed (Cloud Peak Counseling, DVR, DFS, Court System)	Randy Durr Wade Sanford Steve Staab Andi Bilodeau Josh Garcia All teachers	October 2010	Ongoing	Time	
9. Students and parents will be provided with a translator at meetings and for written communications between home and school.	Randy Durr Steve Staab Andi Bilodeau Josh Garcia Toni Munoz	August 2008	Ongoing	Funding for translators	
10. Teachers will use differentiated/sheltered instruction techniques in classes.	Randy Durr Wade Sanford All teachers	August 2008	Ongoing	Funding for training Time for training	Differentiated/Sheltered Instruction