



# **School Improvement Action Plan**

## **Reading, Writing, and Math**

Washakie County School District #1

**Goal:** The percent of students proficient in reading, writing, and math will increase by a minimum of 3% annually to reach Adequate Yearly Progress (AYP) target scores, as measured by the Proficiency Assessment for Wyoming Students and/or Measures of Academic Progress.



## School Improvement Action Plan: Reading, Writing, and Math

### Washakie County School District #1

**NCA GOAL: All students will improve reading, writing, and math skills.**

Fall 2010

**Essence of Goal: Students will improve reading comprehension, writing skills, and math problem solving.**

**Assessments Used to Measure the Goal:**

MAP

PAWS

Body of Evidence

**Research Used in Selection of Intervention:**

Research on Continuous School Improvement

Research on Data-driven Instruction

Research on Standards-based Instruction

**Support Data Used in Selection of Goal:**

% of Students Meeting Credit Requirements

% of Students Proficient on Standards

AYP Graduation Rate and Reading Indicators

PAWS Proficiency in Reading, Writing, and Math

### Washakie County School District #1

<b>Intervention #1: All students will be provided comprehensive, standards-based K-12 programs in reading, writing, and math.</b>					
<b>Action Steps to Implement Intervention</b>	<b>Persons Responsible</b>	<b>Timeline</b>		<b>Resources</b>	<b>Staff Development</b>
		Start	Complete		
Reading: A horizontally/vertically aligned, articulated curriculum is provided for all K-12 students with research-based interventions to meet individual student needs.	David Nicholas Mary Krisko Joe Bishop Linda Anderson Richard Schaal Randy Durr	Fall 2010	Ongoing	K-5: Houton Mifflin Journeys 6-8: Prentice Hall Literature 9-12: McDougal Littell Literature	Houton Mifflin Balanced Literacy Prentice Hall McDougal Littell

**Intervention #1: All students will be provided comprehensive, standards-based K-12 programs in reading, writing, and math.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
Writing: A horizontally/vertically aligned, articulated curriculum is provided for all K-12 students with research-based interventions to meet individual student needs. Assessment measures through My Access, a district contract.	David Nicholas Mary Krisko Joe Bishop Linda Anderson Richard Schaal Randy Durr	Fall 2010	Ongoing	K-5: Houton Mifflin Journeys 6-8: Prentice Hall Literature 9-12: McDougal Littell Literature My Access: \$13,000 (Grades 5-12)	Houton Mifflin Balanced Literacy Prentice Hall McDougal Littell My Access: Facilitator/Teacher
Math: A horizontally/vertically aligned, articulated curriculum is provided for all K-12 students with research-based interventions to meet individual student needs.	David Nicholas Mary Krisko Joe Bishop Linda Anderson Richard Schaal Randy Durr	Fall 2010	Ongoing	K-5: Bridges in Mathematics 6-8: Prentice Hall Literature 9-12: Holt Math – 1-2 + Pre-Algebra Key Curriculum - Calculus Glencoe/MH – Consumer Math	Math Learning Center Holt Math Holt McDougal Key Curriculum Glencoe/McGraw-Hill

**Intervention #2: All students not demonstrating proficiency will be provided scientifically research-based in reading, writing, and math.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
Interventions: RTI Interventions – Grades K-8	David Nicholas Mary Krisko Joe Bishop Linda Anderson Richard Schaal	Fall 2010	Ongoing	RTI: IDEA and District	School Level RTI Training Model Schools Students At Risk Brain-based Learning Lexia DIBELS Next
Interventions: School Improvement Plans with Interventions for Identified Subgroups – Grades K-12	David Nicholas Mary Krisko Joe Bishop Linda Anderson Richard Schaal Randy Durr	Fall 2010	Ongoing	SIP: IDEA, Title I, and District	School Improvement Conference District DLT School BLT

**Intervention #2: All students not demonstrating proficiency will be provided scientifically research-based in reading, writing, and math.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
Interventions: Credit Recovery – Grades 9-12 Standards Recovery – Grades 9-12	David Nicholas Mary Krisko Randy Durr	Fall 2010	Ongoing	Credit Recovery: District and Bridges Summer School and Extended Day	Odysseyware BYI Distance Learning Coursework Packet Students At Risk Brain-based Learning
Interventions: Tutoring – Grades K-12	David Nicholas Mary Krisko Joe Bishop Linda Anderson Richard Schaal Randy Durr	Fall 2010	Ongoing	Tutoring: Bridges Extended Day	Coursework Packet Students At Risk Brain-based Learning Odysseyware BYI Distance Learning

**Intervention #3: All non-proficient students will receive individual services according to identified needs.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
Special Needs: Interventions	David Nicholas Mary Krisko Joe Bishop Linda Anderson Richard Schaal Randy Durr	Fall 2010	Ongoing	Tutoring Special Education: IDEA SPED – ERC SPED – Teachers SPED – Case Workers	Distance Learning Training
English Learners: Interventions	Mary Krisko Kim Wyman Connie Reutter Josh Garcia	Fall 2010	Ongoing	Staff collaboration Tutoring Read Naturally English Learner Teachers	WIDA Standards W-APT ACCESS
Free/Reduced Lunch: Interventions	David Nicholas Mary Krisko Joe Bishop Linda Anderson Richard Schaal Randy Durr	Fall 2010	Ongoing	Staff collaboration Tutoring	At Risk Brain-based Learning Reading – Lexia Read Naturally

**Intervention #3: All non-proficient students will receive individual services according to identified needs.**

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
At Risk Students	David Nicholas Mary Krisko Randy Durr	Fall 2010	Ongoing	Staff collaboration Tutoring Coursework Packet Survey	At Risk Brain-based Learning