



OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT NO. 16

2006-07 School Improvement Plan

Goal Setting Action Plan

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| SCHOOL NAME: OLYMPIA SOUTH ELEM. K-6 | TEAM MEMBERS: Tim Sexton, Allison Flanscha, Jayne Kindred, Crystal Thompson, LaRae Beach |
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ILLINOIS STATE LEARNING STANDARDS

STATE GOAL 1: Reading.

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| <p>1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.</p> <p>1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.</p> | <p>1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.</p> <p>1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.</p> <p>1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, clarify terminology, seek additional information).</p> <p>1.B.2d Read age-appropriate material aloud with fluency and accuracy.</p> | <p>1.C.2a Use information to form and refine questions and predictions.</p> <p>1.C.2b Make and support inferences and form interpretations about main themes and topics.</p> <p>1.C.2c Compare and contrast the content and organization of selections.</p> <p>1.C.2d Summarize and make generalizations from content and relate to purpose of material.</p> <p>1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).</p> <p>1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.</p> |
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DISTRICT GOAL:
Goal One (2006-07): To increase student performance through the school improvement process by ensuring reading is effectively taught, supplemented, applied, valued and assessed.

SCHOOL GOAL: Students will use read with understanding and fluency.

- **GOAL STATEMENT:**
- **Apply word analysis and vocabulary skills**
 - **Apply reading (fluency) strategies**
 - **Comprehend a broad range of reading material**

DATA SOURCE:

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| - ISAT Results | - DIBELS |
| - Terra Nova | - STAR Reading |

| | WHO? Who needs to be involved with each action? | TIMEFRAME? When will each action be conducted? | RESOURCES? What tools/strategies need to be collected, developed or organized to complete the task? | RESULTS? What data or documents will indicate closure or success for each action? |
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| Complete Olympia Language Arts Frameworks Curriculum | Brad Hutchison | August 2006 | Language Arts Committee | Curriculum rewrite is completed and distributed to all staff |
| Compile a list of "Target" students for grades K – 6 using results from the spring ISAT | Tim Sexton | Prior to the first day of school | Terra Nova results | "Target" List is completed |
| Add Response to Interventions aide at each elementary building to assist with students who are struggling in reading | Don Hahn Elementary Building Principals | To be determined at each building by the building principal | Funds to employ the aides | Aides are employed |
| Training of teachers and Title I aide on the use of DIBELS | Ginger Payne | August 15, 2006 October 11, 2006 | DIBELS Training Materials and Testing Materials | Training is completed |
| Convert Accelerated Reader to a web based system in order to increase the number of AR quizzes that students have access to and provide update training for teachers | Scott Powers | September 2006 | Web based software | New system is installed and operating and teachers are trained |
| Appropriate teachers attend ROE ISAT Writing Workshop | Tim Sexton | September 8, 2006 | Workshop Registration Fee and substitute teachers | Attendance at the conference |

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| Assess all K-2 students as well as all 3-6 grade "Target" students with DIBELS | Tim Sexton | September 25 – October 5, 2006 | DIBELS Testing Materials and Reading Improvement Aide Time | Assessments are completed |
| Title I aide and reading improvement aides schedule developed with priority given to "Target" students | Tim Sexton | After "Target" lists are completed | Meeting time for teachers to develop schedule | Schedules are developed and distributed |
| Olympia School District Institute Day on Response to Interventions | Brad Hutchison | October 6, 2006 | Appropriate Training Materials | Institute Day Completed |
| Training session with teachers and aides on the use of the Progress Monitoring system | Tim Sexton Patti Higgins | October 10, 2006 | Meeting time and Progress Monitoring materials | Training is completed, staff ready to implement Progress Monitoring |
| Literacy Center Training through Olympia Professional Training Academy | Brad Hutchison | October 19, 2006 | Appropriate training materials | Training is completed |
| Training session for all teachers on the use of the revised CARE Process | Tim Sexton Patti Higgins Ginger Payne | October 20, 2006 | Meeting time and new CARE Manuals for teachers (Teachers will also need electronic distribution of new CARE forms?) | Completion of training session and distribution of all CARE materials |
| Elementary Language Arts Committee Recommends new LA/Reading Series | Brad Hutchison | October 2006 | Sample textbook materials | Series is selected and recommended |

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| District training on writing | Brad Hutchison | November 2006 | Consultant time and appropriate training materials | Training is completed |
| ISAT Writing Workshop sponsored by ISBE | Elementary Building Principals | December 7, 2006 | Funds for training and substitute teachers | Training is completed |
| Progress Monitoring completed on all "Target" students | Tim Sexton Patti Higgins Reading Improvement Aides RTI Aide | On-going throughout the school year | Progress Monitoring materials to be provided by Tri-County | All "Target" students have Progress Monitoring data collected and shared |
| <i>GROWING FLUENT READERS - STRATEGIES THAT WORK WITH REAL KIDS IN REAL CLASSROOMS!</i> By Dr. Kimberly Tyson | Tim Sexton Paula Matthews | April, 2007 | VideoConference arrangements by Paula, in each of the elementary buildings | Increased knowledge and teaching methodologies put into practice in the classroom after completion of videoconferencing. |