



# OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT NO. 16

## 2010-11 School Improvement Plan

### *Goal Setting Action Plan*

**SCHOOL NAME:**  
OLYMPIA SOUTH ELEMENTARY

**TEAM MEMBERS:** School Instructional Leadership Team  
Laura O'Donnell, Cari Oester, Joan Tracy, Cheryl Robertson, Sally Turner, Jody Spratt, Ami Lawson

#### ILLINOIS STATE LEARNING STANDARDS

*STATE GOAL 1: Read with understanding and fluency.*

**State Goal 1; Benchmark A; Apply word analysis and vocabulary skills to comprehend selections.**

**1.A.1a** Apply word analysis skills (e.g. phonics, word patterns) to recognize new words.

**1.A.1b** Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.

**1.A.2a** Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.

**1.A.2b** Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

**State Goal 1; Benchmark C; Comprehend a broad range of reading materials.**

**1.C.2a** Use information to form and refine questions and predictions.

**1.C.2b** Make and support inferences and form interpretations about main themes and topics.

**1.C.2c** Compare and contrast the content and organization of selections.

**1.C.2d** Summarize and make generalizations from content and relate to purpose of material.

**1.C.2e** Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor)

**1.C.2f** Connect information presented in tables, maps and charts to printed or electronic text.

**SCHOOL GOAL: Students will comprehend a broad range of reading materials.**

**Students will apply word analysis and vocabulary skills to comprehend selections.**

➤ **GOAL STATEMENT:**

- 90% of all students taking the ISAT reading test will meet or exceed state standards.
- In the subcategory of reading comprehension on the reading ISAT, 85% of students in grades 3-5 will score 80% or higher.
- In the subcategory of vocabulary on the reading ISAT, 85% of students in grades 3-5 will score 80% or higher.

**DATA SOURCE:**

- ISAT Results
- DIBELS Benchmarking Results
- IGDI Benchmarking Results (Kindergarten)
- Reading Maze and CLOZE Benchmarking Results
- Language Arts Weekly Assessments

<b>WHAT?</b> What actions need to be taken to complete the task?	<b>WHO?</b> Who needs to be involved with each action?	<b>TIMEFRAME?</b> When will each action be conducted?	<b>RESOURCES?</b> What tools/strategies need to be collected, developed or organized to complete the task?	<b>RESULTS?</b> What data or documents will indicate closure or success for each action?
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Explicit Comprehension Lessons using the 7 Keys to Comprehension (on-going training)	Laura O'Donnell, Teachers, Reading Aides	SIP Days/Institute Days	SIP days; 7 Keys resource binder distributed to all staff	SIP day agendas Training is completed Implementation of Lessons
Compile a list of "Target" students for grades K – 5 using results from the 2010 ISAT, DIBELS, and Maze and 2010fall/2011 winter DIBELS and Maze	Laura O'Donnell, Teachers, Reading Aides	Prior to the start of school (Spring 2010 ISAT, DIBELS, and Maze) Following fall DIBELS and Maze and winter DIBELS and Maze	RtI Drive Data Teacher Input	"Target" List is completed

Utilize Title I reading aides at each elementary building to assist with students who are experiencing reading difficulties	Brad Hutchison Laura O'Donnell	Start of the school year Ongoing	Funds to employ the aides	Aides are employed
Monitor the use of Accelerated Reader by students as one measure of reading comprehension	Laura O'Donnell Teachers	Ongoing	Accelerated Reader	Student Accelerated Reader reports
Utilize ROE various professional development opportunities for the area of reading comprehension and vocabulary instruction	Laura O'Donnell Diane Stempinski (ROE)	Ongoing	Options for trainings and workshops need to be prioritized	Participation in workshops
Train staff on Collaborative Strategic Reading Intervention	Patti Higgins; Teachers	September 2010	Collaborative Strategic Reading Intervention Manual	Collaborative Strategic Reading Implemented in Classrooms
Study, discuss and implement best practices in reading instruction – workshop approach	Teachers and aides	2010-2011 school year	Collect student achievement data for pilot classes	A plan for implementation or a reason for not implementing
Grade level time created in master schedule for targeted reading based interventions to occur on a daily basis.	Laura O'Donnell; teachers; reading interventionists	2010-2011 school year	Interventionists hired; intervention materials purchased; schedule created	Implementation of schedule
Train all staff on use of ENO Interactive Whiteboard to enhance language arts instruction.	Technology department; consultants; teachers	2010-2011 school year; monthly; January 4, 2011 institute	Consultant; technology staff; room equipped with ENO board	Completion of training

PLC meetings to develop language arts instruction/mini-lessons that target reading comprehension strategies	Laura O'Donnell; teachers	Each month; September 2010 – May, 2011	Facilitator for meetings; agendas; best practice resources; <i>7 Keys to Comprehension</i> book	Completion of meetings; improved explicit reading comprehension instruction.
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