



OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT NO. 16

2010-11 School Improvement Plan

Goal Setting Action Plan

SCHOOL NAME: OLYMPIA WEST ELEMENTARY	TEAM MEMBERS: Cynthia Brand, Rodney Dale, Karen Graber, Angel Hawkins, Pam Nelson, Nicole Rummel, Staci Steiger, and Joyce Strubhar
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ILLINOIS STATE LEARNING STANDARDS

STATE GOAL 1: Reading

STATE GOAL 3: Writing

<p>1.3.01 & 1.4.01 Determine the meaning of unfamiliar words using context clues and prior knowledge. Apply word analysis skills (phonics, word patterns) to recognize new words.</p> <p>1.3.23 & 1.4.19 Identify or summarize the order of events in a story.</p> <p>1.3.24 & 1.4.22 Draw inferences, conclusions, or generalizations about text, and support with textual evidence and prior knowledge.</p> <p>1.3.25 Differentiate between fact and fiction.</p> <p>1.3.28 & 1.5.27 Identify author's purpose for writing fiction or non-fiction text.</p>	<p>3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).</p> <p>3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.</p> <p>3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.</p> <p>3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p> <p>3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).</p>
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SCHOOL GOAL: Students will improve reading skills.
Students will increase writing skills.

➤ **GOAL STATEMENT:**

➤ **In the area of reading, 95% of students in grades 3-5 will pass the ISAT reading assessment.**

➤ **In the area of writing, class scores will increase by 15% from fall to spring in grades 4 and 5 as measured by the writing benchmark.**

DATA SOURCE:

- ISAT Results
- DIBELS Benchmarking Results
- Reading Maze Benchmarking Results
- Language Arts Weekly Assessments
- SOLO 6 Writing Assessment
- School Writing Assessment

WHAT? What actions need to be taken to complete the task?	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?
Compile a list of “Target” students for grades K – 5 using results from the 2010 spring ISAT, DIBELS, and Maze and 2010 fall/2010 winter DIBELS and Maze	Principal 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	All Assessment Results Teacher Input Sheet	“Target” list is completed
Retain reading aides at each elementary building to assist with students who are struggling in reading	Brad Hutchison Andrew Wise	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	Principals Teachers	Ongoing Weekly/Bi-weekly	Accelerated Reader	Student Accelerated Reader reports

Assess all K-5 students with DIBELS	Principals Teachers Reading Aides	September 2010, January 2011 May 2011	DIBELS Testing Materials and Reading Improvement Aide Time	Assessments are completed
Analyze the ISAT released test items to determine if subcategories in reading (i.e., vocabulary, reading strategies, reading comprehension, and literature) are tested with common measures and vocabulary in grades 3-5.	SILT PLC	Ongoing 2010- 2011	Released Test Items Reading Series Manuals Illinois Standards	Data analysis
Create a common vocabulary document for teaching to the standards	SILT PLC	Ongoing 2010- 2011	Released Test Items Reading Series Manuals Illinois Standards Data Analysis	Common vocabulary document
Distribute the Core Writing Standards	SILT Team	September/ October 2010	Core Writing Standards	Distributed at PLC meeting
Make checklists for the Core Writing Standards for each grade level	Principal	November 2010	Core Writing Standards	Checklist distributed to teachers
Implement winter and spring benchmarking for grades K-3 that demonstrate growth towards writing targets that were established by West staff	SILT PLC	December 2010	West Writing Targets Core Writing Standards Writing Benchmarking Material	Completed list of targets to be measured in grades K-3 Benchmarking assessments
Implement winter and spring benchmarking for grades K-3 that demonstrates growth towards the identified Core Writing Standard	SILT PLC	December 2010	Core Writing Standards Writing Benchmarking Material	Completed list of targets to be used for benchmarking Benchmarking assessments

Whole class intervention grades 3-5 using Collaborative Strategic Reading	Principal Tri-County	October 2010- May 2011	CSR Book Training by Tri-County	Implementation of CSR in the classroom
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