

School Improvement Action Plan K- 5 Reading

School: Jacob Wismer Elementary	Team Members: Joan McFadden, Rhett Boudreau, Site Council	Date: September 2008
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Comprehensive Needs Assessment:
All Grade Level Data Teams will identify an area of urgent need in **reading** and develop strategies for focused instruction for students not meeting benchmark expectations.

Prioritized Needs:
K – letter sound recognition and connecting letters and sounds
1st – fluency and accuracy with blending
2nd – fluency: sight words, pauses
3rd – comprehension of nonfiction text, nonfiction text structure
4th – inferential comprehension
5th – oral reading fluency

“SMART” Goal Statement:
K – By the end of the 3rd trimester, students will be reading at a level 2-3 DRA with 94% accuracy and know more than 10 sight words.
1st – By the end of the 3rd trimester, students will be reading at a level 14-16 DRA.
2nd – By the end of the 3rd trimester, students will be reading at a level 24-28 DRA.
3rd – By the end of the 3rd trimester, students will improve their comprehension of nonfiction text.
4th – By the end of the 3rd trimester, students will improve their inferential comprehension.
5th – By the end of the 3rd trimester, students will be reading at a level 50 DRA with both fiction and nonfiction texts.

Strategies	Desired Results	Results Indicators	Monitoring	Person Responsible	Timeline
Kindergarten -small group instruction with Strategic Intervention Kit	-2-3 DRA -94% Accuracy -more than 10 sight words		-DRA -Kindergarten Assessment	K teachers And Literacy Coach	3 rd trimester (June)
First Grade Super Reader – work on blending Chunking words in syllables to help with blending Word families to help with blending Word families	-14-16 DRA		DIBELS-Nonsense Word Fluency DRA	1 st teachers and Literacy Coach	3 rd Trimester (June)

Reading Continued

Strategies	Desired Results	Results Indicators	Monitoring	Person Responsible	Timeline
<p><u>Second Grade</u> -Daily 5 structure: more time in text, small group instruction, individual conferencing -explicit instruction in fluency and fluency vocabulary -reader's theater</p>	<p>-24-28 DRA</p>		<p>-grade level bookroom books fluency check -DRA</p>	<p>2nd teachers and Literacy Coach</p>	<p>3rd Trimester (June)</p>
<p><u>Third</u> -explicit instruction on skimming and scanning -use of graphic organizers</p>	<p>-pass spring DRA with a nonfiction text</p>		<p>-National Geographic Magazine -DRA</p>	<p>3rd teachers and Literacy Coach</p>	<p>3rd Trimester (June)</p>
<p><u>Fourth</u> -QAR reading strategy</p>	<p>-increase scores on inferential comprehension questions on spring DRA</p>		<p>-Weekly questions at the end of Storytown Leveled Readers</p>	<p>4th teachers and Literacy Coach</p>	<p>3rd Trimester (June)</p>
<p><u>Fifth</u> -explicit instruction in miscues -guided reading groups: choral reading, reader's theater -word study</p>	<p>-pass a DRA level 50 with both fiction and nonfiction texts</p>		<p>-DIBELS</p>	<p>5th teachers and Literacy Coach</p>	<p>3rd Trimester (June)</p>

School Improvement Action Plan K-5 Writing

School: Jacob Wismer Elementary	Team Members: Joan McFadden, Rhett Boudreau, Site Council	Date: September 2008
Comprehensive Needs Assessment: Fourth grade Oregon State Writing Assessment scores increased 4% from the February 2006-07 assessment and the February 2007-08 assessment. In 2006-07, 68.6% of students meet or exceeded the Oregon State Writing Assessment. In 2007-08, 72.6% of fourth grade students met or exceeded on the Oregon State Writing Assessment		
Prioritized Needs: K – Conventions: ending punctuation, CVC words, write most letters and some sight words when dictated 1 st – Organization: sequence two or more events with detail and an ending 2 nd – Sentence Fluency: complete sentences, order of words in a sentence, revision of own writing 3 rd – Organization: write 3 paragraphs, with a beginning, middle, and an end 4 th – Conventions: spelling 5 th – Conventions: spelling, punctuation, capitalization		
“SMART” Goal Statement: K – By the end of the 3 rd trimester, students will be able to utilize conventions independently and consistently get a 3 in conventions. 1st – By the end of the 3 rd trimester, students will be able to write and identify 5 sentences. 2nd – By the end of the 3 rd trimester, students will be able to increase at least one score in sentence fluency. Scores of 4 or higher will show growth. 3rd – By the end of the 3 rd trimester, students will be able to write three paragraphs, including an introduction, a middle paragraph, and a conclusion. 4th – By the end of the 3 rd trimester, students will be able to spell and use 25 of Rebecca Sitton's "no excuse" words. 5th – By the end of the 3 rd trimester, students will be able to decrease their percentage of misspelled words on the spring writing sample.		

Writing Continued

Strategies	Desired Results	Results Indicators	Monitoring	Person Responsible	Timeline
<p>Kindergarten Small group instruction -ending punctuation -CVC words -writing sight words when dictated</p>	<p>-increase in conventions score -consistently receive 3's in conventions -utilize conventions independently</p>		<p>-sentence dictation</p>	<p>K teachers Literacy Coach</p>	<p>End of 3rd Trimester (June)</p>
<p>First Grade -change daily schedule to include more explicit writing instruction -teach students how to identify sentences and a sequence of events in a partner's writing</p>	<p>-increase in number of sentences written in 3rd trimester writing sample -sentences will reflect a sequence of events</p>			<p>1st grade teachers Literacy Coach</p>	<p>End of 3rd Trimester (June)</p>
<p>Second Grade -explicit instruction in sentence fluency learning targets -explicit instruction and use of sentence fluency edit and revision guides</p>	<p>-score in sentence fluency will increase</p>	<p>-students will use edit and revision guides independently</p>		<p>2nd grade teachers Literacy Coach</p>	<p>End of 3rd Trimester (June)</p>
<p>Third Grade -hamburger graphic organizer</p>	<p>-increase score in organization -write 3 paragraphs with an introduction, body , and conclusion</p>			<p>3rd grade teachers Literacy Coach</p>	<p>End of 3rd Trimester (June)</p>
<p>Fourth -small group instruction of spelling strategies -weekly feedback on writing sample</p>	<p>-score in conventions will increase</p>	<p>-students will pay more attention to spelling words -teachers will meet with students in small groups once a week to provide feedback</p>	<p>-sample paragraph once a week</p>	<p>4th grade teachers Literacy Coach</p>	<p>End of 3rd Trimester (June)</p>
<p>Fifth -explicit instruction in cursive -edit weekly paragraph</p>	<p>-score in conventions will increase</p>	<p>-students will slow down and take their time -teachers will require one paragraph per week and all spelling assignments to be in cursive</p>	<p>-weekly editing paragraph</p>	<p>5th grade teachers Literacy Coach</p>	<p>End of 3rd Trimester (June)</p>

