

**SCHOOL BOARD WORK STUDY SESSION  
SUN PRAIRIE AREA SCHOOL DISTRICT  
SEPTEMBER 29, 2010**

**ADDENDUM TO 2009-2010  
MONITORING REPORTS, CHAPTER 1  
READING ACTION PLANS**

**STUDENT ACHIEVEMENT GOALS:**

#1 IMPROVE LITERACY ACHIEVEMENT FOR ALL STUDENTS.

**READING ACTION PLAN LEADERS:**

ASSISTANT DISTRICT ADMINISTRATOR OF INSTRUCTIONAL PROGRAMS

EXECUTIVE DIRECTOR OF STUDENT SERVICES

PRINCIPALS

INSTRUCTIONAL PROGRAM MANAGERS

STUDENT SERVICES PROGRAM MANAGERS

CURRICULUM LEADERSHIP COUNCIL: READING/ENGLISH/LANGUAGE ARTS

RESPONSE TO INTERVENTION TEAMS

ADOLESCENT LITERACY TASK FORCE

**SUN PRAIRIE AREA SCHOOL DISTRICT  
Improvement of Reading Instruction  
ACTION PLAN**

<b>Grades 6 - 8</b>	
<b>ACTIONS TAKEN 2009-2010</b>	<b>ACTIONS PLANNED 2010-2011</b>
<p>A. Develop a comprehensive Secondary Literacy Action Plan that reflects current research and best practice in adolescent literacy.</p> <p><i>Secondary Literacy Action Plan was created.</i></p>	<p>A. Implement activities as outlined in the Secondary Literacy Action Plan in order to achieve desired outcomes (see attached).</p>
<p>B. Assess current literacy strengths and weaknesses as regards:</p> <ol style="list-style-type: none"> <li>1. Student motivation and achievement</li> <li>2. Instruction across the content areas</li> <li>3. Literacy interventions</li> <li>4. Environment and policies</li> <li>5. Parent and community involvement</li> <li>6. District support</li> </ol> <p><i>Assessments were completed in the first four areas (Parent and community involvement and District support will be completed in 2010-2011). Assessment information revealed the need for administrative support of literacy goals, professional development in disciplinary literacy and site-based literacy activities to promote student engagement and motivation with reading and writing.</i></p>	<p>B. Focus on establishing literacy as a common goal among secondary administrators and teachers. Adolescent Literacy Task Force teacher leaders will begin by doing the following:</p> <ul style="list-style-type: none"> <li>• Promote student identification of literacy goals related to reading and writing for pleasure, as well as for course work.</li> <li>• Build staff awareness of literacy needs specific to secondary students, as well as the implications for career and college readiness.</li> <li>• Identify and examine disciplinary literacy skills in core content areas.</li> <li>• Develop building and department agreements regarding literacy learning targets in all content areas.</li> <li>• Promote communication with parents about their students as readers and writers.</li> </ul>

**SUN PRAIRIE AREA SCHOOL DISTRICT  
Improvement of Reading Instruction  
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ACTIONS TAKEN 2009-2010	ACTIONS PLANNED 2010-2011
<p>C. Within the development of a comprehensive Secondary Literacy Action Plan, continue to focus on the timely delivery of research-based instruction in the core curriculum, as well as ensure adequate literacy interventions for struggling and accelerated readers and writers.</p> <p>Monitor the effectiveness of the new 8<sup>th</sup> grade reading course as an instructional intervention for the struggling learners.</p> <p><i>Adolescent Literacy Task Force recommended professional development in disciplinary literacy to improve instruction in the core curriculum and the adoption of Fountas and Pinnell Benchmark Assessment System to properly identify students' literacy needs.</i></p> <p><i>All students in the 8<sup>th</sup> grade reading classes showed growth on the spring MAP in reading, with some achieving proficiency.</i></p>	<p>C. Focus on the reading achievement gaps of economically disadvantaged and black students by utilizing the <i>Fountas and Pinnell Benchmark Assessment System</i> to guide classroom instruction and monitor progress in the 6<sup>th</sup> grade.</p> <p>Use Reading Records and MAP data as indicators of success.</p> <p>(Implement <i>Fountas and Pinnell Benchmark Assessment System</i> in Grade 7 in fall 2011.)</p> <p>Review effectiveness of current reading intervention program (READ 180) in addressing the gaps of economically disadvantaged and black students. If necessary, make recommendations for change by February 2011.</p>
<p>D. Improve instruction and progress monitoring for students with disabilities.</p> <ol style="list-style-type: none"> <li>1. Use trendline data to determine sufficient progress to close the achievement gap.</li> <li>2. Use data to align students to appropriate reading classes in 9<sup>th</sup> grade.</li> <li>3. Provide a written language component for students in direct instruction reading interventions.</li> <li>4. Provide ongoing training for new staff and assistants in reading methodologies.</li> <li>5. Develop alternative reading methodologies scope and sequence for 6/7 and 8/9 students.</li> </ol> <p><i>Trendline data collection was introduced and templates with benchmarks provided to staff. Additional training and materials were provided to meet the action plan, but requires ongoing monitoring of implementation. Courses were realigned to open the 8/9 with changes made to scope and sequence at both 6/7 and 10/12.</i></p>	<p>D. Improve instruction and progress monitoring for students with disabilities.</p> <ol style="list-style-type: none"> <li>1. Work with teachers in small focus groups on trendline data to determine sufficient progress and follow-up interventions.</li> <li>2. Monitor implementation of written language component for students in direct instruction reading interventions.</li> <li>3. Use direct instruction fidelity monitoring checklist to determine implementation integrity.</li> <li>4. Develop zero hour WKCE strategies course for 8<sup>th</sup> grade students in need.</li> </ol>

## Secondary Literacy Action Plan 2010-2012

Outcome	Activities	Timeline	Participants
Improved balanced literacy model in grades 6 and 7.	<ul style="list-style-type: none"> <li>• Develop curriculum map for 6<sup>th</sup> grade reading and language arts.</li> <li>• Develop balanced literacy map to clarify expectations regarding lesson planning: instructional focus, use of texts and recommended number of minutes.</li> <li>• Align proficiency statements with Common Core State Standards (CCSS).</li> <li>• Pilot Interactive Read-Alouds in Grade 7.</li> </ul>	2010-2011	CLC Leaders  6 <sup>th</sup> and 7 <sup>th</sup> Grade Reading, English and Language Arts (RELA) teachers  Special Education (SE) teachers  Instructional Program Manager
The use of reading records to identify struggling readers to determine needs, plan for instruction, and measure growth.	Implement Fountas and Pinnell Benchmark Assessment System. Grade 6: 2010-2011 Grade 7: 2011-2012	2010-2012	CLC Leaders  6 <sup>th</sup> and 7 <sup>th</sup> Grade RELA teachers  SE teachers  Instructional Program Manager
Literacy-rich environments that are designed to motivate and engage students, as well as address the specific needs of adolescent readers and writers.	<ul style="list-style-type: none"> <li>• Establish literacy improvement as a building goal and develop a shared vision for improvement.</li> <li>• Share current research on adolescent literacy.</li> <li>• Identify the specific components of literacy-rich environments (i.e. school newspaper, school-wide reading events, community reading events, contests) and incorporate those components in the school culture.</li> <li>• Create literacy-related communication tools for students and staff to build awareness of literacy goals and promote best practice in literacy instruction (i.e. modeling and guided practice) for adolescents.</li> </ul>	2010-2012	Adolescent Literacy Task Force (ALTF) members  Classroom, SE and Resource teachers  Building Principals  Instructional Program Manager
Literacy instruction in all content areas that is intentional and measurable.	<ul style="list-style-type: none"> <li>• Catalogue current literacy practices within all content-area classrooms.</li> <li>• Analyze information with all staff.</li> <li>• Share resources and strategies for improving literacy learning.</li> <li>• Develop comprehensive plan for literacy instruction at each grade level and in all content areas.</li> <li>• Support staff with disciplinary literacy practices, include professional development and coaching as needed.</li> </ul>	2010-2012	ALTF members  Classroom, SE and Resource teachers  Building Principals  Instructional Program Manager

**Professional Development Plan  
K-12 Literacy  
2010-2011**

**Goal #1: Improve literacy achievement for all students.**

9/17/2010

Outcome	Activities	Audience	Date	Time
All ERE students reach the mid-year and end-of-year benchmarks.	Collaborative sessions focused on identification criteria, progress monitoring and ongoing support following discontinuation	K-5 ERE tutors	Ongoing	12 hours
All elementary students develop decoding, comprehension, vocabulary, and fluency skills within grade level texts.	Collaborative grade level sessions focused on aligning and implementing Shared Reading strategies within a balanced literacy program	K-5 teachers	Professional Development Thursdays	14 hours
Teachers understand and implement the district's reading curriculum to ensure all students become proficient.	Induction workshops	K-8 new teachers	August and September	4-16 hours
Teachers learn strategies to meet the needs of struggling readers to ensure all students become proficient.	SRA Direct Instruction Reading workshop	K-5 Special Education and Reading Resource teachers	August and October	8 hours
Teachers learn strategies to meet the needs of struggling readers to ensure all students become proficient.	Orton-Gillingham: Multi-Sensory Reading workshop	K-5 Special Education and Reading Resource teachers	Summer	40 hours
Teachers understand and implement the <i>Fountas and Pinnell Benchmark Assessment System 2</i> to promote proficiency among struggling readers.	<i>Fountas and Pinnell Benchmark Assessment System 2</i> ongoing workshop series	6 <sup>th</sup> grade Reading, Language Arts and Special Education teachers	August-May	16 hours
Students are provided content area materials at their instructional reading level.	Achieve 3000 workshops	8-12 Special Education and Resource teachers	September and February	16 hours
Teachers and students utilize assistive technology to enhance learning.	Workshops on the following programs: Boardmaker, Write Out Loud, Draft Builder, Earobics, Kurzweil	K-12 staff	Twice per year	2 hours per workshop
Teachers learn strategies to meet the needs of struggling readers to ensure all students become proficient.	Response to Intervention conference	K-12 staff	Fall Spring	24 hours