

**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 9 - 12</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  
ACTION PLAN**

| 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 readers and writers.</p> <p><i>Content area teachers and reading specialists delivered instruction in co-teaching classrooms to support struggling readers in all core content areas. Instruction was designed to include practice with strategies in disciplinary literacy, as well as content learning.</i></p>   | <p>C. Using 2010 Spring Reading MAP data, identify non-proficient students currently enrolled in 9th grade English and establish progress monitoring goals.</p> <p>Review effectiveness of current 9<sup>th</sup> grade reading intervention (Reading Techniques) in addressing the gaps of economically disadvantaged and black students. If necessary, make recommendations for change by February 2011.</p>                       |
| <p>D. Develop and implement curriculum interventions.</p> <ol style="list-style-type: none"> <li>1. Train additional staff in <u>Traits of a Writer</u>.</li> <li>2. Add writing to the READ 180 curriculum.</li> <li>3. Develop a course to bridge the gap between reading Level I and II courses.</li> <li>4. Provide non-fiction reading supplement through use of Achieve3000 to improve and practice reading strategies across the curriculum.</li> </ol> <p><i>All action items were completed and will be monitored for continued implementation. Achieve3000 was introduced, but due to technology access issues, could not be fully implemented until the 2010-2011 school year.</i></p> | <p>D. Develop and implement curriculum interventions.</p> <ol style="list-style-type: none"> <li>1. Monitor writing implementation component for READ 180 students at 9<sup>th</sup> grade level.</li> <li>2. Implement Achieve3000 for all students with disabilities in order to improve reading and comprehension skills through non-fiction supplemental practice.</li> <li>3. Implement Level E for <i>Language!</i></li> </ol> |

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

| ACTIONS TAKEN 2009-2010   | ACTIONS PLANNED 2010-2011   |
|---|---|
| <p>E. Provide additional staff development in differentiation.</p> <ol style="list-style-type: none"> <li>1. Create summer course for co-teachers.</li> <li>2. Provide staff development through the Inclusion Institute with a second day focused on differentiation.</li> <li>3. Provide monthly co-teaching and differentiation meetings and updates for staff.</li> </ol> <p><i>All action items completed. Staff continue to benefit from structured co-teaching/planning sessions with a knowledgeable facilitator for differentiation.</i></p>       | <p>E. Provide additional staff development in differentiation.</p> <p>Provide monthly opportunities for co-teaching staff to differentiate curriculum by using tools from Inclusion Institute and non-fiction reading resources available through Achieve3000.</p>  |
| <p>F. Improve supports and modification for WKCE testing.</p> <ol style="list-style-type: none"> <li>1. Implement Year 2 of <i>Zero Hour Tutoring Program</i> for at-risk students with disabilities.</li> <li>2. Review reading structure and test-taking strategies of the WKCE with staff and students.</li> <li>3. Provide additional supports and modifications to testing using familiar proctors, smaller testing sessions and longer testing window.</li> </ol> <p><i>Modifications for WKCE have been indoctrinated into regular practice.</i></p> | <p>F. Improve supports and modifications for WKCE testing.</p> <ol style="list-style-type: none"> <li>1. Monitor implementation and outcome data for the <i>Zero Hour Tutoring Program</i> for students with disabilities.</li> <li>2. Review testing strategies with other districts in the state that are showing progress in meeting AYP (Adequate Yearly Progress) for students with disabilities at the 10<sup>th</sup> grade level.</li> <li>3. Work with teachers in small focus groups on trendline data to determine sufficient progress and follow-up interventions.</li> </ol> |

- 1 Reading Techniques – Course offered for 9<sup>th</sup> grade students who have been identified for reading intervention following 8<sup>th</sup> grade.
- 2 Reading Competency – Course offered for those students who did not reach proficiency in reading on the WKCE in Grade 10 and need to meet this requirement for graduation.
- 3 *Language!* is a comprehensive literacy curriculum for struggling readers that provides explicit, systematic, research-based instruction.

## 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<br><br>6 <sup>th</sup> and 7 <sup>th</sup> Grade Reading, English and Language Arts (RELA) teachers<br><br>Special Education (SE) teachers<br><br>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.<br>Grade 6: 2010-2011<br>Grade 7: 2011-2012   | 2010-2012 | CLC Leaders<br><br>6 <sup>th</sup> and 7 <sup>th</sup> Grade RELA teachers<br><br>SE teachers<br><br>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<br><br>Classroom, SE and Resource teachers<br><br>Building Principals<br><br>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<br><br>Classroom, SE and Resource teachers<br><br>Building Principals<br><br>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<br>Spring                     | 24 hours             |