

**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>Kindergarten – Grade 5</b>	
<b>ACTIONS TAKEN 2009-2010</b>	<b>ACTIONS PLANNED 2010-2011</b>
<p>A. Implement the Writing Workshop model in all classrooms.</p> <p><i>All K-5 staff have participated in workshops.</i></p>	<p>A. Continue to implement Writing Workshop model in classrooms across the district.</p>
<p>B. Continue to work with the CLC+ to improve core curriculum.</p> <ol style="list-style-type: none"> <li>1. Provide input and design for professional development to improve instructional practices in:               <ol style="list-style-type: none"> <li>a. Assessment for monitoring student progress</li> <li>b. Guided Reading</li> <li>c. Writer's Workshop</li> </ol> </li> <li>2. Examine materials and lesson frameworks for Shared Reading to make a recommendation in February 2010.</li> <li>3. Implement Fountas and Pinnell Benchmark Assessment in all 3<sup>rd</sup>-5<sup>th</sup> grade classrooms to guide classroom instruction and monitor student progress.</li> </ol> <p><i>Last year's Professional Development Thursdays were designed and facilitated by teacher leaders from across the district. Teachers were given district expectations for literacy minutes, a common framework for guided reading lessons, and support with the implementation of the benchmark assessment.</i></p>	<p>B. Continue to work with the CLC+ to improve core curriculum and decrease the achievement gaps throughout the district.</p> <ol style="list-style-type: none"> <li>1. Implement a K-5 benchmark assessment system that provides common formative and summative measures and a consistent recordkeeping format. (2009-2011)</li> <li>2. Provide professional development to support the implementation of a common Shared Reading resource that offers a comprehensive framework for K-5 instruction.</li> <li>3. Align district proficiency statements with the benchmark assessment, WKCE, MAP, and Wisconsin Core Standards.</li> </ol>

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

ACTIONS TAKEN 2009-2010	ACTIONS PLANNED 2010-2011
<p>C. Develop and implement interventions to meet the needs of all learners.</p> <ol style="list-style-type: none"> <li>1. Implement the core curriculum with integrity and fidelity.</li> <li>2. Implement Fountas and Pinnell Leveled Literacy Intervention Kits.</li> <li>3. Identify and implement enrichment and acceleration opportunities for advanced learners.</li> <li>4. Provide continued professional development for teachers.</li> <li>5. Continue to implement progress monitoring with Early Reading Empowerment (ERE).</li> </ol> <p><i>Through the implementation of the benchmark assessment, teachers planned classroom interventions based upon students' reading levels and strategy use. Reading Resource and Title I teachers began to implement the Leveled Literacy Intervention Kits with struggling readers. In addition, ongoing professional development was provided to ERE tutors in an effort to continually improve reading instruction.</i></p>	<p>C. Develop and implement interventions in order to increase literacy achievement for all learners as indicated by the percentage of K-5 students who reach grade level benchmarks and are proficient or advanced on WKCE and MAP.</p> <ol style="list-style-type: none"> <li>1. Implement the core curriculum with integrity and fidelity.</li> <li>2. Implement K-2 Leveled Literacy Intervention Kits in each building. (2009-2011)</li> <li>3. Continue to improve progress monitoring for Early Reading Empowerment (ERE).</li> <li>4. Align Reading Resource and Title I services and interventions throughout the district to support the needs of at-risk learners. (2010-2013)</li> <li>5. Develop a data collection system which enhances the access to data for teachers who are providing interventions throughout the school year and in summer school.</li> </ol>
<p>D. Continue to implement the lab version of Breakthrough to Literacy (BTL).</p> <ol style="list-style-type: none"> <li>1. Utilize the reports within BTL to guide instruction.</li> <li>2. Learn how BTL fits into a balanced literacy program.</li> </ol> <p><i>BTL was integrated into the balanced literacy workshops provided for kindergarten teachers. Teachers learned how to utilize data from the reports to group students for instruction.</i></p>	<p>D. Learn how Breakthrough to Literacy (BTL) fits into a balanced literacy program in order to increase the percentage of kindergartners who reach the grade level benchmark.</p> <ol style="list-style-type: none"> <li>1. Align BTL with the Shared Reading resources.</li> <li>2. Learn how to implement Shared Reading lessons.</li> </ol>

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ACTIONS TAKEN 2009-2010	ACTIONS PLANNED 2010-2011
<p>E. 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. Include special educators in training for Writer's Workshop and Words Their Way.</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> </ol> <p><i>All action items were completed. Ongoing monitoring of implementation is required.</i></p>	<p>E. 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 in direct instruction interventions.</li> <li>3. Use direct instruction fidelity monitoring checklist to determine implementation integrity.</li> <li>4. Monitor implementation of SOLO computer software to support student learning in special education and general education environments.</li> <li>5. Support students with low incidence disabilities through facilitated discussion with staff.</li> </ol>
<p>F. Improve support and modifications for WKCE testing.</p> <ol style="list-style-type: none"> <li>1. Continue to review structure and test-taking strategies of the WKCE with staff and students.</li> <li>2. Continue to provide additional supports and modifications to testing sessions with individual students and small groups.</li> </ol> <p><i>Modifications for WKCE have been indoctrinated into regular practice.</i></p>	<p>F. Improve support and modifications for WKCE/MAP testing.</p> <ol style="list-style-type: none"> <li>1. Continue to review structure and test-taking strategies with staff.</li> <li>2. Continue to provide additional supports and accommodations for testing based on updated information from the State DPI.</li> </ol>

- 1 Guided Reading is an essential component of balanced literacy instruction providing small group instruction to build reading skills and strategies.
- 2 Working with Words is the program used for spelling instruction that supports the development of phonics skills.
- 3 Writer's Workshop is an instructional program developed by Lucy Calkins to teach writing skills.
- 4 Rtl (Response to Interventions) is a systemic approach that integrates assessment and intervention within a multi-tiered prevention system to maximize student achievement and to reduce behavior problems.
- 5 CLC+ is a team consisting of Curriculum Leadership Council, special education, resource teachers and administrators.
- 6 SRA is a research-based curriculum for providing direct instruction for remediating skills in small groups.
- 7 Orton-Gillingham is a research-based teaching methodology based on phonics and kinesthetic presentation for intensive remediation of reading skills.
- 8 WKCE (Wisconsin Knowledge and Concepts Exam) is the state assessment given to all students in grades 3-8 and 10.

## Balanced Literacy Components

Kindergarten	Time (minutes)	Curriculum Components	Instructional Focus Fountas & Pinnell Continuum	Text
<p><b>Language/Word Study 45-60 Minutes</b></p> <p>Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words, and the conventions and forms of written language.</p>	10 4-5x/wk	Interactive Read Aloud Whole group	<ul style="list-style-type: none"> <li>▪ Quality fiction and non-fiction text</li> <li>▪ Comprehension strategies</li> <li>▪ Language development/ Vocabulary</li> </ul>	Above grade level text
	10 3-4x/wk	<u>Oral Language</u> Whole Group	<ul style="list-style-type: none"> <li>▪ Build background knowledge</li> <li>▪ Develop schema</li> </ul>	BTL Big Books/Teacher selections
	15 4-5x/wk	<u>Shared Reading</u> Whole group	<ul style="list-style-type: none"> <li>▪ Comprehension strategies</li> <li>▪ Language development/ Vocabulary/Word work</li> </ul>	Grade level text
	(Integrated into other areas of curriculum) 4-5x/wk	<u>Shared Writing/Interactive Writing</u> Whole Group	<ul style="list-style-type: none"> <li>▪ Language development/ Vocabulary/Word work</li> <li>▪ Planning/Composition</li> <li>▪ Writing mechanics</li> </ul>	
	10-15 3-4x/wk	<u>Word Study</u> Instructional level small groups or periodic whole group instruction	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness/Phonics/ Word study at students' developmental levels</li> </ul>	Developmental level
	15 5x/wk	<u>BTL Computer Component</u> Independent computer work	<ul style="list-style-type: none"> <li>▪ Independent practice at instructional level</li> <li>▪ Connecting oral to print</li> </ul>	Developmental level
<p><b>Reading Workshop 30-40 Minutes</b></p> <p>Students read a variety of self-selected and teacher-selected texts for extended periods. They construct meaning and make personal and textual connections as they apply to fiction and non-fiction texts.</p> <p><i>All students are engaged in meaningful and purposeful literacy activities.</i></p>	5 Daily	<u>Mini-Lesson</u> Whole group	<ul style="list-style-type: none"> <li>▪ Decoding/Comprehension strategies</li> </ul>	Independent reading level
	10 x number of small groups  Meet with each group 3-5x/wk	<u>Small Group /Individual Conferences*</u> Small group (6 or fewer students)	<ul style="list-style-type: none"> <li>▪ Specific instruction on thinking strategies, oral language development, phonemic awareness, phonics, comprehension, vocabulary fluency</li> </ul>	Instructional reading level/Independent reading level
	15-20	<u>*At the same time</u> Read to self Read to a partner Read books on tape Literacy stations	<ul style="list-style-type: none"> <li>▪ Building independence</li> <li>▪ Practicing strategies</li> </ul>	

## Balanced Literacy Components

Kindergarten	Time (minutes)	Curriculum Components	Instructional Focus Fountas & Pinnell Continuum	Text
<p style="text-align: center;"><b>Writing Workshop 30 Minutes</b></p> <p>Students develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.</p>	5-10 Daily	<u>Mini-Lesson</u> Whole group	<ul style="list-style-type: none"> <li>▪ Specific instruction on thinking strategies, drafting, revising, editing, publishing and text structures</li> </ul>	Instructional writing
	15 x number of small groups or individual conferences	<u>Conferences or Guided Writing*</u> Individual or small group		Independent writing
	15-25 Daily	<i>*At the same time</i> <u>Independent Writing</u>	<ul style="list-style-type: none"> <li>▪ Independent practice of writing strategies/skills</li> </ul>	
	5 Daily	<u>Share</u> Whole group		

## Balanced Literacy Components

1st and 2nd grade	Time (minutes)	Curriculum Components	Instructional Focus Fountas & Pinnell Continuum	Text
<p style="text-align: center;"><b>Language/Word Study</b> <b>40-45 Minutes</b></p> <p>Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words, and the conventions and forms of written language.</p>	10-15 3-4x/wk	<u>Interactive Read Aloud</u> Whole group	<ul style="list-style-type: none"> <li>▪ Quality fiction and non-fiction text</li> <li>▪ Comprehension strategies</li> <li>▪ Language development/ Vocabulary</li> </ul>	Above grade level text
	15-20 4-5x/wk	<u>Shared Reading</u> Whole group	<ul style="list-style-type: none"> <li>▪ Comprehension strategies</li> <li>▪ Language development/ Vocabulary/Word work</li> </ul>	Grade level text
	10-15 4-5x/wk	<u>Shared Writing/Interactive Writing</u> Whole group	<ul style="list-style-type: none"> <li>▪ Language development/ Vocabulary/Word work</li> <li>▪ Planning/Composition</li> <li>▪ Writing mechanics</li> </ul>	Grade level
	10-15 3-4x/wk	<u>Word Study</u> Instructional level small groups or periodic whole group instruction	<ul style="list-style-type: none"> <li>▪ Phonics/Word study at students' developmental levels</li> </ul>	Developmental level
<p style="text-align: center;"><b>Reading Workshop</b> <b>50-60 Minutes</b></p> <p>Students read a variety of self-selected and teacher-selected texts for extended periods. They construct meaning and make personal and textual connections as they apply to fiction and non-fiction texts.</p>	5-10 Daily	<u>Mini-Lesson</u> Whole group	<ul style="list-style-type: none"> <li>▪ Decoding/Comprehension strategies</li> </ul>	Independent reading level
	15 x number of small groups  Meet with each group 3-5x/wk	<u>Guided Reading Groups/ Individual Conferences*</u> Small group (6 or fewer students)	<ul style="list-style-type: none"> <li>▪ Specific instruction on thinking strategies, decoding/word work, comprehension, vocabulary and fluency</li> </ul>	Instructional reading level
	45 Daily  15 15 15	<i>*At the same time</i> <u>Independent Reading</u> Read to self Read to a partner Books on tape	<ul style="list-style-type: none"> <li>▪ Building independence</li> <li>▪ Decoding/Comprehension Strategies/Fluency</li> </ul>	Independent reading level

## Balanced Literacy Components

1st and 2nd grade	Time (minutes)	Curriculum Components	Instructional Focus Fountas & Pinnell Continuum	Text
<p style="text-align: center;"><b>Writing Workshop</b> <b>30-40 Minutes</b></p> <p>Students develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.</p>	5-10 Daily	<u>Mini-Lesson</u> Whole group	<ul style="list-style-type: none"> <li>▪ Specific instruction on thinking strategies, drafting, revising, editing, publishing and text structures</li> </ul>	Instructional writing
	15 x number of small groups or individual conferences	<u>Conferences or Guided Writing*</u> Individual or small group		Independent writing
	15-25 Daily	<i>*At the same time</i> <u>Independent Writing</u>	<ul style="list-style-type: none"> <li>▪ Independent practice of writing strategies/skills</li> </ul>	
	5 Daily	<u>Share</u> Whole group		

## Balanced Literacy Components

3 <sup>rd</sup> - 5 <sup>th</sup> grade	Time (minutes)	Curriculum Components	Instructional Focus Fountas & Pinnell Continuum	Text
<p style="text-align: center;"><b>Language/Word Study</b> <b>30-40 Minutes</b></p> <p>Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words, and the conventions and forms of written language.</p>	10-15 4-5x/wk	<u>Interactive Read Aloud/Interactive Writing</u> Whole group	<ul style="list-style-type: none"> <li>▪ Quality fiction and non-fiction text</li> <li>▪ Comprehension strategies</li> <li>▪ Language development/ Vocabulary</li> </ul>	Above grade level text
	10-15 2-3x/wk	<u>Shared Reading</u> Whole group	<ul style="list-style-type: none"> <li>▪ Comprehension strategies</li> <li>▪ Language development/ Vocabulary</li> </ul>	Grade level text
	10-15 2-3x/wk	<u>Shared Writing</u> Whole group	<ul style="list-style-type: none"> <li>▪ Language development/ Vocabulary/Word work</li> <li>▪ Planning/Composition</li> <li>▪ Writing mechanics</li> </ul>	Grade level
	10-15 5x/wk	<u>Word Study</u> Instructional level small groups or periodic whole group instruction	<ul style="list-style-type: none"> <li>▪ Phonics/Word study at students' developmental levels</li> </ul>	Instructional level text/ Developmental spelling lists
<p style="text-align: center;"><b>Reading Workshop</b> <b>45-50 Minutes</b></p> <p>Students read a variety of self-selected and teacher-selected texts for extended periods. They construct meaning and make personal and textual connections as they learn from and about reading. Students learn effective comprehending strategies they apply to fiction and non-fiction texts.</p>	5-10 Daily	<u>Mini-Lesson</u> Whole group	<ul style="list-style-type: none"> <li>▪ Decoding/Comprehension strategies</li> </ul>	Independent reading level
	15 x number of small groups  Meet with each group 3-5x/wk	<u>Guided/Strategy Groups, Lit. Circles or Individual Conferences</u> Small group or individual	<ul style="list-style-type: none"> <li>▪ Specific instruction on thinking strategies, decoding/word work, comprehension, vocabulary and fluency</li> </ul>	Instructional reading level
	45 Daily	<i>*At the same time*</i> <u>Independent/Partner Reading</u>	<ul style="list-style-type: none"> <li>▪ Building independence</li> <li>▪ Decoding/Comprehension Strategies/Fluency</li> </ul>	Independent reading level

## Balanced Literacy Components

3 <sup>rd</sup> - 5 <sup>th</sup> grade	Time (minutes)	Curriculum Components	Instructional Focus Fountas & Pinnell Continuum	Text
<p style="text-align: center;"><b>Writing Workshop</b> <b>45-50 Minutes</b></p> <p>Students develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.</p>	5-10 Daily	<u>Mini-Lesson</u> Whole group	<ul style="list-style-type: none"> <li>▪ Specific instruction on thinking strategies, drafting, revising, editing, publishing and text structures</li> </ul>	Instructional writing
	15 X number of small groups or individual conferences	<u>Conferences or Guided Writing</u> Individual or small group	<ul style="list-style-type: none"> <li>▪ Specific instruction on thinking strategies, drafting, revising, editing, publishing and text structures</li> </ul>	Independent writing
	30-35 Daily	<i>*At the same time*</i> <u>Independent Writing</u>	<ul style="list-style-type: none"> <li>▪ Independent practice of writing strategies/skills</li> </ul>	
	5 Daily	<u>Share</u> Whole group		

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

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

9/17/2010

<b>Outcome</b>	<b>Activities</b>	<b>Audience</b>	<b>Date</b>	<b>Time</b>
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