



# OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT NO. 16

## 2006-07 School Improvement Plan

### *Goal Setting Action Plan*

<b>SCHOOL NAME:</b> OLYMPIA HIGH SCHOOL 9-12	<b>TEAM MEMBER (S):</b> Robin Staudenmeier, Margaret Bratcher, Beth Smith, Chris Emrby-Mohr, Connie Schroeder, Susan Mullen, Ruth McCartney, Lance Thurman
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**ILLINOIS STATE LEARNING STANDARDS**  
*STATE GOAL 1: Read and understand with fluency.*

<p><b>1A.</b> Apply word analysis and vocabulary skills to comprehend selections.</p> <p><b>1B.</b> Apply reading strategies to improve fluency and understanding</p> <p><b>1C.</b> Comprehend a broad range of reading materials</p>	<p><b>1.A.4a</b> Expand knowledge of word origins and derivations to extend vocabulary development.</p> <p><b>1B.4a</b> Preview reading materials, clarify meaning, analyze overall themes for coherence, and relate reading with information from other sources.</p> <p><b>1.B.4c</b> Read age appropriate material with fluency and accuracy.</p> <p><b>1.B.5.a</b> Relate reading to prior knowledge and experience and make connections to related information.</p>	<p><b>1.A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p> <p><b>1.C.4a</b> Use questions and predictions to guide reading.</p> <p><b>1.C.4.d</b> Summarize and make generalizations from content and relate them to the purpose of the material.</p> <p><b>1.C.5a</b> Use questions and predictions to guide reading across complex materials.</p>
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**DISTRICT GOAL:** To increase student performance through the school improvement process by ensuring reading is effectively taught, applied, valued and assessed.

**OHS GOAL:** All students will demonstrate improvement in fluency, building essential vocabulary, and comprehension of text in all content areas.

**DATA SOURCE:**

- ACT Results – All juniors
- PSAE Results – All juniors
- PLAN Results – All sophomores
- EXPLORE Results – All freshmen
- OHS Attendance data

<b>WHAT?</b> What actions need to be taken to complete the task?	<b>WHO?</b> Who is to be involved with each action?	<b>TIMEFRAME?</b> When will each action be conducted?	<b>RESOURCES?</b> What tools/strategies need to be collected developed or organized to complete the task?	<b>RESULTS?</b> What data or documents will indicate closure or success for each action?
Maintain SSR program for grades 9 – 12.	Advisors	Sept - May  January & May	Continuous work with SSR Program for grades 9-12 once weekly	1. OHS Library Circulation Statistics 2. Reading “Likert” Survey
NCA Leadership team retreat to improve data-driven decision-making, and to review important data and its implications on the SIP process.	NCA Team	Sept. 1, 2006	Substitutes – cost center #72 B. Duggins – conference room at Chestnut Facility Books – OFFE Grant	3. Acquire two Marzano books recommended for research specific to high school reading
Members of the NCA team attend the IPA Reading Workshop, “Improving Student Achievement on the PSAE Reading (9-12).” – Peoria, IL	NCA Volunteers	October 26, 2006	Substitutes – cost center # 72 IPA Discount registration \$150 X 4 = \$600 from 1130.334.9.0	4. Determine most effective reading strategies and processes based on research to share with the NCA team
NCA meeting to review research from books, “Building Background Knowledge for Academic Achievement” & “Building Academic Vocabulary.”	NCA Team	November 10, 2006	Schedule OHS Library to meet from 8 –12 Stipend 1500.118.9.0	5. Review research from the readings, strategies presented from IPA workshop, and assessment research
Members of the NCA team will present an SIP in-service to provide the research rationale and outline the process for building essential vocabulary. Develop a pilot group to test.	All faculty	January 12, 2007	Substitutes by departments for ½ day to determine essential vocabulary lists. Work with calendar to maximize SIP days early in the year.	6. Development of initial lists of essential vocabulary for each department 7. Develop an assessment rubric for pilot group
Finalize essential vocabulary lists, and gauge the action research developing with the pilot group	All faculty and pilot group	Feb. - May	On-going conversations among department chairs, faculty, pilot group, and NCA team to share results and progress.	8. Review final lists of essential vocabulary 9. Review action data collected to date
The NCA team and the pilot group will meet to determine a review data implementation process for the upcoming school year.	NCA team and pilot group	May	Substitutes for pilot group to review action research data – cost center #72	10. Review action data collected to date 11. Implementation plan & schedule
The NCA team and department chairs will meet to review annual data and discuss the process for full implementation of essential vocabulary.	NCA team and department chairs	June	Lunch Stipend 1500.118.9.0	12. Review and finalize implementation plan and assessment procedures for the two upcoming semesters (summarizing & inference)
The NCA team will discuss upcoming professional development needs while considering summer and fall opportunities.	NCA team	June	SIP day and summer in-service training on identified strategies.	13. Schedule upcoming SIP days for the two upcoming semesters and consider the significance of writing data to reading

