



School Improvement Action Plan

School District of Seward

District School Improvement Goal: Increase student achievement in the area of vocabulary for all students, grades K-12.				
Source Data for Goal: Terra Nova vocabulary and comprehension scores have been traditionally low in grades K-12. Exaggerated achievement gap in this area.	Standardized Assessment Data to Track: NWEA vocabulary and reading comprehension scores in fall and spring. Gates-MacGinitie tests in fall and spring in selected grades NeSA-R scores for vocabulary and comprehension	Local Assessment Data to Track: 		
Strategy or Intervention: All classrooms, K-12, will utilize the district WORDS process as derived from the Marzano teaching strategies in the area of vocabulary instruction.			Research Supporting Intervention: Bob Marzano: "Building Academic Vocabulary", "Teaching Basic and Advanced Vocabulary"	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
<ul style="list-style-type: none"> Develop training materials for teaching the WORDS process Train teachers by modeling the process Decide which terms or phrases are critical for students to know to be successful in each grade level/curricular area Include the terms and phrases in the curriculum guides for each subject area Implement the process district-wide Monitor student progress on vocabulary usage 	Classroom teachers	Fall 2010 - Fall 2011	<ul style="list-style-type: none"> Time during professional development days Copies of Marzano's books Training and resource materials for teachers 	<ul style="list-style-type: none"> Training for teachers in the WORDS process Professional development on the creation of lists for critical terms and phrases Discussions on alignment of word lists



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Elementary School Improvement Goal: All students in grades K-2 will improve their reading fluency.				
Source Data for Goal: K-2 Dibels measures in the area of fluency.	Standardized Assessment Data to Track: <ul style="list-style-type: none"> Dibels benchmark assessment for nonsense word fluency (NWF) in grade K. Dibels benchmark assessments for nonsense word fluency and oral reading fluency in grades 1 & 2. NWEA comprehension subtest in grade 2 for fall, winter, and spring measures 	Local Assessment Data to Track: <ul style="list-style-type: none"> Reading mastery checkout and mastery tests Hasbrouck & Tindal oral reading fluency data table 		
Strategy or Intervention: All classrooms in grades K-2 will utilize the core Reading Mastery program to provide a consistent process for teachers and students in the area of fluency.			Research Supporting Intervention: The research base for Reading Mastery, SRA Bonnie Grossen, Ph.D., University of Oregon	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
<ul style="list-style-type: none"> Training for teachers in K-2 on Reading Mastery teaching strategies. Consistent implementation of Reading Mastery teaching strategies. Monitor implementation of teaching strategies. Monitor student progress in the area of fluency. 	All K-2 reading teachers	Ongoing - beginning in fall of 2010	<ul style="list-style-type: none"> Funds for training new teachers Reading Mastery teacher and student materials Possible summer training time 	<ul style="list-style-type: none"> Provide training and refresher courses for all K-2 teachers. <ul style="list-style-type: none"> Lynette Block Gering, NE teachers April Kelley, ESU 6 Wymore-Southern - Danielle Trauernicht Time to create consistent data collection forms and procedures.



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Elementary School Improvement Goal: All students in grades K-2 will improve their reading fluency.				
Source Data for Goal: K-2 Dibels measures in the area of fluency.	Standardized Assessment Data to Track: <ul style="list-style-type: none"> Dibels benchmark assessment for nonsense word fluency (NWF) in grade K. Dibels benchmark assessments for nonsense word fluency and oral reading fluency in grades 1 & 2. NWEA comprehension subtest in grade 2 for fall, winter, and spring measures 	Local Assessment Data to Track: <ul style="list-style-type: none"> Reading mastery checkout and mastery tests Hasbrouck & Tindal oral reading fluency data table 		
Strategy or Intervention: All classrooms in grades K-2 will utilize the Fluency Dash exercises to provide a consistent process for teachers and students in the area of reading fluency.			Research Supporting Intervention: The research base for Reading Mastery, SRA Bonnie Grossen, Ph.D., University of Oregon	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
<ul style="list-style-type: none"> Consistent implementation of Fluency Dash exercises in all classrooms. Monitor implementation of teaching strategies. Monitor student progress in the areas of fluency. 	All K-2 reading teachers	Ongoing - beginning in fall of 2010	<ul style="list-style-type: none"> Fluency Dash Word Lists for Reading Mastery 1 Fluency Dash Word Lists for Reading Mastery 2 Multisyllabic Fluency Dash for Reading Mastery 3 	Time to create consistent data collection forms.



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Elementary School Improvement Goal: All students in grades 3-4 will improve their reading comprehension.				
Source Data for Goal: <ul style="list-style-type: none"> Terra Nova reading comprehension scores Unit tests within each level of Reading Mastery 	Standardized Assessment Data to Track: <ul style="list-style-type: none"> Fall, winter and spring reading comprehension scores on the NWEA tests NeSA-R comprehension scores Reading comprehension scores on the Gates-MacGinitie test 	Local Assessment Data to Track: <ul style="list-style-type: none"> STAR assessment quarterly IRL scores Dibels assessments 		
Strategy or Intervention: Grades 3-4 will utilize the 8-step START instructional framework in all curricular areas to provide a consistent process for teachers and students in the area of reading comprehension.			Research Supporting Intervention: Research found within “START Comprehending: Students and Teachers Actively Reading Text” by Scharlach, <u>Reading Teacher</u> , Sept. '09.	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
<ul style="list-style-type: none"> Adopt the 8-step START framework Provide training for teachers in the START process Create a visual guide of strategies to be used in the classroom. Recommendation of 90 minutes per week spent on implementing strategies. Monitor implementation of START strategies. Monitor student progress in the area of comprehension. 	<ul style="list-style-type: none"> Elementary teachers District administration 	Beginning fall of 2010	<ul style="list-style-type: none"> Time for training in the fall of 2010 Time in the fall of 2010 to prepare the visual guide and to coordinate existing materials. 	<ul style="list-style-type: none"> Training for staff members to train others in the process. Time to collect and analyze data.



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Middle School Improvement Goal: To reduce the achievement gap in the area of reading comprehension and vocabulary for students in grades 5-8.				
Source Data for Goal: Reading comprehension scores on the Terra Nova tests.	Standardized Assessment Data to Track: Reading comprehension and vocabulary scores on: • NeSA-R • NWEA	Local Assessment Data to Track: Reading comprehension and vocabulary scores on the Gates-MacGinitie exam in the fall and spring.		
Strategy or Intervention: Utilize various strategies to assist students in reading comprehension in each of the content areas.			Research Supporting Intervention: "Teaching Reading in the Content Area" - Rachel Billmeyer	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
<ul style="list-style-type: none"> • Pairs read - collaborative reading (one student reads while the other student listens and summarizes. • Semantic mapping - use of graphic organizers • Structured note-taking - visual frameworks for identifying main points from instruction • Searching strategies - focus upon specific questions to be answered within the reading 	Classroom teachers	Fall 2010 - Spring 2011	Time to plan and develop necessary materials	<ul style="list-style-type: none"> • Reading strategies training • Time to reflect and share ideas between staff



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Middle School Improvement Goal: To reduce the achievement gap in the area of reading comprehension and vocabulary for students in grades 5-8.				
Source Data for Goal: Reading comprehension scores on the Terra Nova tests.	Standardized Assessment Data to Track: Reading comprehension and vocabulary scores on: <ul style="list-style-type: none"> • NeSA-R • NWEA 	Local Assessment Data to Track: Reading comprehension and vocabulary scores on the Gates-MacGinitie exam in the fall and spring.		
Strategy or Intervention: All classrooms will implement a daily 20-minute block of sustained silent reading.			Research Supporting Intervention: "Teaching Reading in the Content Area" - Rachel Bellmeyer	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline		Resources
Building-wide sustained silent reading time (SQUIRT - Super Quiet Uninterrupted Reading Time)	All teachers	Start	End	Reading material
Beginning Fall 2010				
				Staff Development Needs



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Middle School Improvement Goal: To reduce the achievement gap in the area of reading comprehension and vocabulary for students in grades 5-8.								
Source Data for Goal: <ul style="list-style-type: none"> Lower than desirable scores on the Gates-MacGinitie, Terra Nova, and GORT4 tests SPED and 504 have not increased significantly over the past 5 years. 	Standardized Assessment Data to Track: <ul style="list-style-type: none"> Reading comprehension and vocabulary scores on: <ul style="list-style-type: none"> Terra Nova NWEA Percentage of proficient students on the NeSA-R in the areas of reading comprehension and vocabulary. 	Local Assessment Data to Track: Gates-MacGinitie Scores						
Strategy or Intervention: All classrooms will utilize an agreed upon set of comprehension strategies to provide a consistent process for teachers and students in teaching and learning reading comprehension and vocabulary.			Research Supporting Intervention:					
Activities to Implement the Intervention:	Person(s) Accountable:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: none;">Timeline</td> <td style="border-bottom: none;"></td> </tr> <tr> <td style="border-top: none; text-align: center;">Start</td> <td style="border-top: none; text-align: center;">End</td> </tr> </table>	Timeline		Start	End	Resources	Staff Development Needs
Timeline								
Start	End							
<ul style="list-style-type: none"> Identify reading comprehension and vocabulary strategies to use in the classroom. (KWL, SQ3R, START, Comprehension Matrix) Develop materials to use with selected strategies. Provide training for teachers for implementing the strategies. Implement strategies Evaluate student data and fidelity of implementation by teachers. 	All teachers	During the 2010 school year.	Time and funding for training.	<ul style="list-style-type: none"> Training in the design, use, and implementation of selected strategies. Time to analyze data. 				



School Improvement Action Plan

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Middle School Improvement Goal: Reduce the math achievement gap in number sense and data analysis by increasing the performance of demographic subgroups.				
<p>Source Data for Goal:</p> <p>Low Terra Nova scores across the student population.</p>	<p>Standardized Assessment Data to Track:</p> <p>State math test NWEA/MAP Math test</p>	<p>Local Assessment Data to Track:</p> <p>Locally created math assessments</p>		
<p>Strategy or Intervention:</p> <p>All classroom teachers, 5-8, will implement and utilize an agreed upon set of vocabulary based upon the math and science standards frameworks.</p>			<p>Research Supporting Intervention:</p>	
<p>Activities to Implement the Intervention:</p>	<p>Person(s) Accountable:</p>	<p style="text-align: center;">Timeline</p> <p style="text-align: center;">Start End</p>	<p>Resources</p>	<p>Staff Development Needs</p>
<p>1. Select a set of common vocabulary 2. Assemble a teaching guide for vocabulary (district) 3. Explain selected vocabulary and importance to 5-8 teaching staff 4. Implement the vocabulary teaching guide</p>	<ul style="list-style-type: none"> •Math & Science teachers are responsible for selecting and assembling. •All teachers will implement the strategies. 	<p>Develop before August 2011 start date.</p>	<p>Time Money Materials</p>	<p>Time to review common vocabulary with staff and emphasize use of teaching guide.</p>



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<p>Source Data for Goal:</p> <p>Low Terra Nova scores across the student population.</p>	<p>Standardized Assessment Data to Track:</p> <p>State math test NWEA/MAP Math test</p>	<p>Local Assessment Data to Track:</p> <p>Locally created math assessments</p>		
<p>Strategy or Intervention:</p> <p>All math and science teachers will assess students using a school-wide test designed to evaluate or monitor student progress in number sense and data analysis.</p>			<p>Research Supporting Intervention:</p> <p>L to J</p>	
<p>Activities to Implement the Intervention:</p>	<p>Person(s) Accountable:</p>	<p style="text-align: center;">Timeline</p> <p>Start End</p>	<p>Resources</p>	<p>Staff Development Needs</p>
<ol style="list-style-type: none"> 1. Design tests for each grade level 2. Implement grade appropriate tests on a quarterly basis. 3. Monitor, track, and report student progress. 	<ul style="list-style-type: none"> •Math & Science teachers are responsible for design and classroom assessment. 	<p>Develop before August 2011 start date.</p>	<p>Time Money Materials</p>	



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<p>Source Data for Goal:</p> <p>Low Terra Nova scores across the student population.</p>	<p>Standardized Assessment Data to Track:</p> <p>State math test NWEA/MAP Math test</p>	<p>Local Assessment Data to Track:</p> <p>Locally created math assessments</p>		
<p>Strategy or Intervention:</p> <p>All classroom teachers, 5-8, will implement and model the use of an academic outline focused on math fundamentals.</p>			<p>Research Supporting Intervention:</p>	
<p>Activities to Implement the Intervention:</p>	<p>Person(s) Accountable:</p>	<p style="text-align: center;">Timeline</p> <p style="text-align: center;">Start End</p>	<p>Resources</p>	<p>Staff Development Needs</p>
<p>1. Select important fundamentals to put into an academic outline. 2. Design the academic outline. 3. Provide training on ways to implement or model the use of the academic outline in all classrooms.</p>	<ul style="list-style-type: none"> •Math & Science teachers are responsible for design. •All teachers will implement the academic outline. 	<p>Develop before August 2011 start date.</p>	<p>Time Money Materials</p>	<p>Time to review academic outline with staff with focus on implementing techniques in the classroom.</p>



School Improvement Action Plan

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High School Improvement Goal: All students in grades 9-12 will increase their working vocabulary and the ability to use context clues to determine the meaning of unfamiliar words.

<p>Source Data for Goal:</p> <p>Vocabulary and reading comprehension scores on the Terra Nova and ACT tests.</p>	<p>Standardized Assessment Data to Track:</p> <ul style="list-style-type: none"> • Reading composite scores on the ACT exam • Reading comprehension and vocabulary scores on the NWEA tests (fall and spring). 	<p>Local Assessment Data to Track:</p>		
<p>Strategy or Intervention:</p> <p>Instruct students on the identification of morphemes in the key content-area working vocabulary.</p>		<p>Research Supporting Intervention:</p> <ul style="list-style-type: none"> • Heibert (2006) • Graves (2004) 		
<p>Activities to Implement the Intervention:</p>	<p>Person(s) Accountable:</p>	<p style="text-align: center;">Timeline</p> <p style="text-align: center;">Start End</p>	<p>Resources</p>	<p>Staff Development Needs</p>
	<p>Classroom teachers</p>	<p>Fall 2010</p>	<p>Time to develop materials</p>	<ul style="list-style-type: none"> • Curricular area staff meetings to discuss content vocabulary and common procedures. • Opportunity to discuss, as a staff, successful practices and needed adjustments to the strategies.



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High School Improvement Goal: All students in grades 9-12 will increase their working vocabulary and the ability to use context clues to determine the meaning of unfamiliar words.				
Source Data for Goal: Vocabulary and reading comprehension scores on the Terra Nova and ACT tests.	Standardized Assessment Data to Track: <ul style="list-style-type: none"> Reading composite scores on the ACT exam Reading comprehension and vocabulary scores on the NWEA tests (fall and spring). 	Local Assessment Data to Track: L to J quiz results		
Strategy or Intervention: Implementation of L to J strategies in the mathematics classrooms to teach and assess working vocabulary.			Research Supporting Intervention: Dr. Lee Jenkins www.ltoiconsulting.com	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
<ul style="list-style-type: none"> Develop working vocabulary lists Develop testing format Develop L to J questions Develop implementation schedule Develop reporting/recording format Implement strategies Assess results Share findings with other curricular areas 	High school math teachers	Fall 2010 - May 2012	Angel accounts for all students Student interaction devices ("clickers") Dr. Jenkins' materials	<ul style="list-style-type: none"> Training in the L to J strategies Time allotment for developing working vocabulary and strategy materials



School Improvement Action Plan

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High School Improvement Goal: All students will improve in the areas of writing conventions as described in the 6-traits writing model.				
Source Data for Goal: <ul style="list-style-type: none"> • Word analysis, spelling, and mechanics sub-scores on the Terra Nova exam • Scores on the English section of ACT exam (usage and mechanics) 		Standardized Assessment Data to Track: <ul style="list-style-type: none"> • Usage and mechanics scores from the NWEA test 		Local Assessment Data to Track: Conventions scores from the scoring and analysis of student samples using the state writing prompts
Strategy or Intervention: Students will write, using a variety of formats, on a regular basis in all classrooms.			Research Supporting Intervention: General research showing that guided writing practice across the curriculum helps improve student mastery of language usage and mechanics.	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
Students will be assigned and evaluated on various forms of writing, which may include: <ul style="list-style-type: none"> • Journaling • Learning logs • Formal essays • Research papers • PowerPoint presentations Teachers will use common editing marks in evaluating student writing	Classroom teachers	Fall 2010 - Ongoing	Time during professional development days to identify which forms of writing are used across the building Standard editing marks materials.	Subject specific professional development on the forms of writing that work best in each subject area.



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High School Improvement Goal: All students will improve in the areas of writing conventions as described in the 6-traits writing model.				
Source Data for Goal: <ul style="list-style-type: none"> Word analysis, spelling, and mechanics sub-scores on the Terra Nova exam Scores on the English section of ACT exam (usage and mechanics) Conventions scores on internally scored state writing assessments 	Standardized Assessment Data to Track: <ul style="list-style-type: none"> Usage and mechanics scores from the NWEA test Usage and mechanics scores from the ACT test 	Local Assessment Data to Track: Conventions scores from the scoring and analysis of student samples using the state writing prompts		
Strategy or Intervention: Teachers will implement with students the 5 steps of effective writing in all classrooms. (pre-writing, draft, sharing & responding, revising & editing, publishing)			Research Supporting Intervention: <ul style="list-style-type: none"> “The Writing Process: An Overview of Teaching Writing as a Process”, April 2007 “Using Research on Writing”, Dec. 1999 	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
<ul style="list-style-type: none"> Define the 5-step process for editing of writing Assemble a teaching guide for editing of writing Orient teachers to the teaching guide and on the 5-step process Implement 5-step process in each classroom Discuss use and review progress at staff meetings 	Classroom teachers	Fall 2010 - Ongoing	<ul style="list-style-type: none"> Time to develop materials and train staff 6-trait scoring rubric for all teachers Common editing marks posters for each classroom 	Review of 6-trait process, focusing on writing conventions



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Source Data for Goal: <ul style="list-style-type: none"> • Word analysis, spelling, and mechanics sub-scores on the Terra Nova exam • Scores on the English section of ACT exam (usage and mechanics) • Conventions scores on internally scored state writing assessments 	Standardized Assessment Data to Track: <ul style="list-style-type: none"> • Usage and mechanics scores from the NWEA test • Usage and mechanics scores from the ACT test 	Local Assessment Data to Track: Conventions scores from the scoring and analysis of student samples using the state writing prompts		
Strategy or Intervention: Implement the “EDIT” process in each classroom as students complete writing projects via the computer. (E nter rough draft; D o a spell check; I nitiate a scan to find errors in capitalization, punctuation, and meaning; T ype in corrections)			Research Supporting Intervention:	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
<ul style="list-style-type: none"> • Define the EDIT process for editing of writing • Assemble a teaching guide for the EDIT process • Orient teachers to the teaching guide and on the EDIT process • Implement EDIT process in each classroom • Discuss use and review progress at staff meetings 	Classroom teachers	Fall 2010 - Ongoing	<ul style="list-style-type: none"> • Standard editing marks posters • Rubric for writing conventions 	<ul style="list-style-type: none"> • Teacher training to review the conventions of writing • Training on the EDIT process • Training on the use of computer-based editing, spelling, and grammar tools



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High School Improvement Goal: All students will improve in the areas of writing conventions as described in the 6-traits writing model.				
Source Data for Goal: <ul style="list-style-type: none"> Word analysis, spelling, and mechanics sub-scores on the Terra Nova exam Scores on the English section of ACT exam (usage and mechanics) Conventions scores on internally scored state writing assessments 	Standardized Assessment Data to Track: <ul style="list-style-type: none"> Usage and mechanics scores from the NWEA test Usage and mechanics scores from the ACT test 	Local Assessment Data to Track: Conventions scores from the scoring and analysis of student samples using the state writing prompts		
Strategy or Intervention: Implement and emphasize the area of conventions within the 6-trait writing process.			Research Supporting Intervention:	
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End	Resources	Staff Development Needs
<ul style="list-style-type: none"> Identify components of writing conventions Display 6-trait writing poster and state rubric for scoring of writing in every classroom Create a method for implementation of components in each classroom, one at a time Implement common editing marks in each classroom Discuss progress at staff meetings Monitor convention scores after evaluation of student samples from state writing test prompts 	Classroom teachers	Fall 2010 - Ongoing	<ul style="list-style-type: none"> 6-trait scoring rubric & components of conventions poster in each classroom Common editing marks information 	<ul style="list-style-type: none"> Training to review 6-trait writing process Follow-up review of scoring process prior to Feb. scoring of student papers Implementation ideas for teaching writing conventions



School Improvement Action Plan

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ILCD School Improvement Goal: Improve overall math achievement of special education students on the state standards.					
Source Data for Goal: <ul style="list-style-type: none"> ILCD Inquiry 5 data State of the Schools Reports 2007-08 AYP Reports from 2007-08 & 2008-09 	Standardized Assessment Data to Track: <ul style="list-style-type: none"> Grades 3 - 11 state math assessment results for special education 2009-10 until June, 2012 	Local Assessment Data to Track: <p>MAP data beginning 2010-11 Math Connects placement tests in grades 3-8 Orleans-Hannah tests</p>			
Strategy or Intervention: <p>Progress monitor student skills on MAP testing at building level three times per year.</p> <p>Address student comfort with mathematics through an attitude survey.</p>			Research Supporting Intervention: <p>NWEA research on MAP testing Mathematics Journal articles on math tests and student stress.</p>		
Activities to Implement the Intervention:	Person(s) Accountable:	Timeline Start End		Resources	Staff Development Needs
<ul style="list-style-type: none"> Meetings at each building following MAP assessments to progress monitor all SPED students Develop and implement a math attitude survey to ALL students in grades 3-11. Elementary would give survey before 1st and 3rd MAP periods. High school would give survey before each MAP test. Identify building needs for supplemental materials and assistive technology Explore for possible implementation of differentiation of instruction across the district 	<ul style="list-style-type: none"> Director of Special Services SPED staff Director of CSD Building principals ILCD committee members Math instructors 	Fall 2010 - June 2012 Fall 2010 - May 2011 Spring 2011 - Fall 2012		<ul style="list-style-type: none"> MAPS data Time with math instructors Survey samples Curricular materials ESU personnel Math journals CSD materials 	<ul style="list-style-type: none"> Training on reports available through MAP testing Possible student and staff training



School Improvement Action Plan

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ILCD School Improvement Goal: Improve overall reading comprehension and vocabulary achievement for special education students related to the expectations identified within the state standards.

<p>Source Data for Goal:</p> <ul style="list-style-type: none"> • ILCD Inquiry 5 data • State of the Schools Report 2007-08 & 2008-09 • AYP data 2007-08 & 2008-09 	<p>Standardized Assessment Data to Track:</p> <ul style="list-style-type: none"> • Grades 3 - 11 state reading assessment results for special education 2009-10 until June, 2012 	<p>Local Assessment Data to Track:</p> <p>MAP data beginning 2010-11 Dibels data Gates/MacGinitie tests in grades 7-9</p>		
<p>Strategy or Intervention:</p> <p>Progress monitor student skills on MAP testing at building level three times per year.</p> <p>Address differentiation & intervention material utilization across each building.</p>		<p>Research Supporting Intervention:</p> <p>NWEA research on MAP testing Dibels research Reading First data on Reading Mastery</p>		
<p>Activities to Implement the Intervention:</p>	<p>Person(s) Accountable:</p>	<p style="text-align: center;">Timeline</p> <p style="text-align: center;">Start End</p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Staff Development Needs</p>
<ul style="list-style-type: none"> • Meetings at each building following MAP assessments to progress monitor all SPED students • Identify building needs for supplemental materials and assistive technology • Explore for possible implementation of differentiation of instruction across the district 	<ul style="list-style-type: none"> • Director of Special Services • SPED staff • Director of CSD • Building principals 	<p>Fall 2010 - June 2012</p> <p>Spring 2011 - Fall 2012</p> <p>Spring 2011 - Fall 2012</p>	<ul style="list-style-type: none"> • MAPS data • Time with math instructors • Survey samples • Curricular materials • ESU personnel • Math journals • CSD materials 	<ul style="list-style-type: none"> • Training on reports available through MAP testing • Possible student and staff training