

# School Improvement Action Plan – Goal One

## SY 11-12

### PART I: OVERVIEW

#### Ryukyu Middle School

Date: 16 Sept 2011

**SMART Goal:** By June 2014, all students will increase student performance on the targeted area of Reading comprehension using instructional interventions implemented in all curricular areas as measured by the TerraNova 3 Reading subtests, system-wide and school-based assessments. The targeted skills of reading comprehension include analyzing text (drawing conclusions), extending meaning (inferences, comparing/contrasting, predicting), and improving/increasing vocabulary knowledge.

**Goal Statement:** All students will improve reading comprehension across all curricular areas.

**Essence of the goal:** Ability to Analyze text (drawing conclusions), extend meaning (inferences, comparing/contrasting, predicting), and Improve/increase vocabulary knowledge.

**Targeted Subgroup:** Students with F's or multiple D's Grade 6, 2<sup>nd</sup> Qtr 09/10

#### **Triangulation of Data:**

##### Parent Survey

- 55 % of parents think school should place the most emphasis on Reading Comprehension

##### Teacher Survey

- Are the RYMS students successful in comprehending text across curricular areas? 14 teachers disagree 16 agree

##### Customer Satisfaction Survey

- How would you grade RYMS in preparing your student with reading skills? (percent of parents responding less than a B) 27% which was not a significant percentage of the core subject of reading

##### Terra Nova

- Less than 75% of students scored in the top two national quarters in reading; grades 6 and 8

##### Scholastic Reading Inventory (SRI)

- 29% of RYMS students are reading below grade-level expectancies as measured by the Scholastic Reading Inventory (SRI)

### **System-wide Assessment(s)**

**Name:** *TerraNova 3 Multiple Assessment, Reading subtest (Grades 6-8)*

**Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of students scoring in the Top Two National Quarters and a meaningful decrease ( $z = .1$  or higher) in the percentage of students scoring in the Bottom National Quarter as measured by the *TerraNova* Multiple Assessment, Reading Subtest.

**Name:** *6<sup>th</sup> grade Scholastic Reading Inventory test (online) (Grade 6)*

**Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of students performing at the advanced and proficient levels. There is a meaningful decrease in the percentage of students performing at the basic and below basic levels on the 6<sup>th</sup> grade Scholastic Reading Inventory test (online)

### **System-wide Assessment(s) - Targeted Subgroup**

**Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of targeted subgroup students scoring in the Top Two National Quarters and a meaningful decrease ( $z = .1$  or higher) in the percentage of targeted subgroup students scoring in the Bottom National Quarter as measured by the *TerraNova* Multiple Assessment, Reading Subtest.

### **Local Assessment(s)**

**Name:** *Scholastic Reading Inventory test (Grades 7, 8)*

**Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of students performing at the advanced and proficient levels. There is a meaningful decrease ( $z = .1$  or higher) in the percentage of students performing at the basic and below basic levels on the 6<sup>th</sup> grade Scholastic Reading Inventory test (online)

**Name:** *RMS Summative Assessment – Reading Comprehension*

**Component (Grades 6, 7, 8) Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of students performing At the Standard or higher on the RMS Summative Assessment - Reading Comprehension Component (Grades 6-8)

**Name:** *RMS Summative Assessment – Vocabulary Component*

**(Grades 6, 7, 8) Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of students performing At the Standard or higher on the RMS Summative Assessment – Vocabulary Component (Grades 6-8)

### **Local Assessment(s) – Targeted Subgroup**

**Name:** *Scholastic Reading Inventory (SRI)*

**Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of targeted subgroup students performing at the Proficient or Advanced Levels on the SRI.

**Name:** *RMS Summative Assessment – Reading Comprehension*

**Component Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of targeted subgroup students performing At the Standard or higher on the RMS Summative Assessment – Reading Comprehension Component.

**Name:** *RMS Summative Assessment – Vocabulary Component*

**(Targeted Subgroup) Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of targeted subgroup students performing At the Standard or higher on the RMS Summative Assessment – Vocabulary Component.

**Interventions and their descriptions applicable to ALL Students**

<p><b>Intervention Word Walls</b></p>	<p><b>Brief Description:</b>                  A Word Wall is a systematically organized collection of words displayed in large letters on a wall in the classroom (Cunningham, 1995). These words are used continually by teachers and students during a variety of activities. A Word Wall provides teachers with a versatile mechanism for promoting vocabulary growth in their classrooms. It can assist students in building their vocabulary, thereby improving their language proficiency.</p> <p>Of the many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension (e.g., Anderson &amp; Freebody, 1981; Baumann, Kame'enui, &amp; Ash, 2003; Becker, 1977; Davis, 1942; Whipple, 1925). Most recently, the National Reading Panel (2000) concluded that comprehension development cannot be understood without a critical examination of the role played by vocabulary knowledge. Given that students' success in school and beyond depends in great measure upon their ability to read with comprehension, there is an urgency to providing instruction that equips students with the skills and strategies necessary for lifelong vocabulary development. (From the Regional Educational Laboratory Pacific Resources for Education &amp; Learning).</p> <p>Research has demonstrated that vocabulary learning requires multiple exposures to new lexical items in various discourse contexts. Multiple exposures, of varying intensities and in diverse contexts, are said to gradually lead to a large recognition vocabulary (Grabe &amp; Stoller, 1997). Some researchers claim that a minimum of 10 to 12 exposures is needed for learners to begin to see the range of meanings and uses for new lexical items (Coady, 1997; Paribakty &amp; Wesche, 1997). (From the English Teaching Forum Online - Bureau of Educational &amp; Cultural Affairs).</p> <p>The Word Wall approach (Green, 1993) was originally designed to challenge and motivate high-achieving as well as reluctant first language students (in elementary and secondary classrooms) to develop vocabulary learning skills and to internalize new vocabulary. Using a set of six word-filled wall panels, each with a different background color corresponding to different curricular objective (e.g. phonic elements, words form classes, grammatical forms, or spelling patterns), became an integral part of his classroom. The repetition and recycling made possible by using the Word Wall approach, and the possibility for students to see, touch, hear, say and/or write the words, resulted in greater vocabulary retention and an enthusiasm for learning vocabulary, for students of varying abilities.</p> <p>The flexibility of the approach makes it easily adaptable for settings where space considerations, curricular priorities, student motivation, and student needs may require changes in procedure. The incidental learning that takes place as a result of the ever-present Word Wall is deemed likely to contribute to students' vocabulary learning. (From the English Teaching Forum Online - Bureau of Educational &amp; Cultural Affairs).</p>
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**Interventions and their descriptions applicable to the Targeted Subgroup**

<p><b>Intervention Word Walls</b></p>	<p><b>Brief Description:</b>                  In addition to the school-wide word walls intervention, the following interventions occur for the targeted subgroup:</p> <ul style="list-style-type: none"> <li>• Ensure that these students are being specifically requested by their content teachers to use the seminar class to receive remediation.</li> <li>• Constant monitoring of this cohort group's grades by counselors and administration</li> <li>• Specific attention to the details of this cohort group's class selection and placement to take advantage of all school resources</li> </ul>
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**Interventions Implementation Timeline**

<p><b>Interventions</b> 1. Word Walls</p>	<p align="center"><b>Resources</b></p>	<p><b>POC</b> Administration, CSI co-chairs</p>
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## Part II.

### Ryukyu Middle School Results-Based Staff Development Plan Intervention: Word Walls

Development Outcome	Teacher Indicators	Student Outcome
Teachers will create word walls in their classroom and utilize the concepts of vocabulary in their subject area	Use Monitoring sheets showing teachers will indicate how the intervention of "Word Walls" have been incorporated into their class instruction and standards for their subject area	Students will be able to build a better understanding of vocabulary that may not be understood while increasing their prior vocabulary word knowledge

<i>Effective Staff Development Steps</i>	<i>Implementation Activities</i>	<i>Person/Group Responsible (SI; Tech; etc.)</i>	<i>Documented Evidence of Each Step</i>	<i>Resources Needed</i>	<i>Timeline Date/Time</i>
<b>Knowledge</b> <i>What are word walls?</i>	Implementation of the process of using word walls across all curricular areas	Administration, CSI co-chairs, staff development committee	Sign in sheets for all in-service, Copies of word wall in-service, and copies of agendas of all training	Time for in-service training, Informative trainers, experienced staff members to mentor teachers beginning the process	Within first quarter of school
<b>Model/Demonstrate</b> <i>Staff Development</i>	Facilitators model Word walls	Administration, CSI co-chairs, staff development committee	Pictures taken at in-service, agendas of each training, information shared placed on the RMS SharePoint page for Continuous School Improvement	Camera, sample of different Word Walls	Within first quarter of school
<b>On-the-Job Practice with Feedback</b>	Following modeled lessons, teacher practices with classroom groups and receives feedback from departments.	Administration, CSI co-chairs, department chairs, team leaders, all teachers	Completion of CSI Monitoring Documents, lesson plans, examples of student work, completion of teacher binders, minutes of professional discussion	Completed CSI monitoring documents, student work samples, teacher binders	Entries for each of the quarters

<b>Follow-up for Current Staff</b> <i>Collaborative meetings</i>	Team/Staff/Department meetings to discuss the planning, implementing, and evaluation of the intervention	Administration, CSI co-chairs, department chairs, committee chairs, committee members, team leaders, all teachers	Completion of CSI Monitoring documents, Individual teacher binders, student work samples, professional discussion, minutes of meetings	Team, staff, department, and CSI meetings; trainings, professional discussions	Faculty meetings, CSI meetings; team meetings, department
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					meetings
<b>Long-Term Maintenance Plan for New Staff</b> <i>Continued Staff Development</i>	New staff members are given training through the Ryukyu Middle School Mentoring program	Administration, CSI co-mentor coordinator, staff development committee mentor teachers	Training, in-service, agendas for each meeting	Mentor coordinator, mentor Teachers, monthly meetings	New Teacher <i>orientation with</i> Mentor teacher

## PART III: MONITORING PLAN

### Ryukyu Middle School Monitoring Plan

Goal 1 – All students will improve reading comprehension across all curricular areas.

Date	Intervention	Monitoring Process	Person/Group Responsible
<p><b>First Quarter</b></p> <p>October 6</p> <p>No later than last week of each quarter</p> <p>At least two times each month</p> <p>3<sup>rd</sup> Wednesday of each month</p>	<p>Word Walls</p>	<p>-Teachers will be given training on the implementation and expectations for all teachers to use word wall across all curricular areas</p> <p>- Teachers will provide the data committee with the results of their formative assessments for all students. The data committee will record the school's data and present teacher, grade level, subject area, class graphs and/or charts of student performance to be place in each classroom.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of Word Walls and the improvement of reading comprehension through the increase of subject vocabulary. Minutes collected by team leaders and forwarded to the administration, CSI co-chairs and stored in the appropriate folder for minutes on the computer L drive.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes of the team leaders meetings will be collected by the team leader recorder and forwarded to the administration, team leaders, and CSI</p>	<p>Administration CSI co-chairs</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p>

<p>Throughout the school year</p> <p>3rd Wednesday of each month</p> <p>First week of the following quarter</p>		<p>co-chairs, stored in the appropriate folder for minutes on the computer L drive. Team leaders will then distribute minutes to the teachers on their team.</p> <p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at CSILT meeting.</p> <p>-Complete, compile and organize formative data</p>	<p>All teams</p> <p>Administration, CSI co-chairs, teacher representation, parent representation, student representation</p> <p>Administration, SCI co-chairs, and data committee</p>
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<p>Throughout the school year</p> <p>3rd Wednesday of each month</p> <p>First week of the following quarter</p>		<p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at CSILT meeting.</p> <p>-Complete, compile and organize data</p>	<p>All teams</p> <p>Administration, CSI co-chairs, teacher representation, parent representation, student representation</p> <p>Administration, SCI co-chairs, and data committee</p>
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**Ryukyu Middle School Monitoring Plan**  
**Goal 1 – All students will improve reading comprehension across all curricular areas.**

Date	Intervention	Monitoring Process	Person/Group Responsible
<p style="text-align: center;"><b>3<sup>rd</sup> Quarter</b></p> <p>No later than last week of each quarter</p> <p>At least two times each month</p> <p>3<sup>rd</sup> Wednesday of each month</p> <p>Throughout the school year</p> <p>3<sup>rd</sup> Wednesday of each month</p>	<p>Word Wall</p>	<p>-Follow up as indicated by monitoring tools and team discussions</p> <p>-Once each quarter, teachers will provide the Monitoring Committee with examples of high, medium, and low student work, using the Reflections rubric to score the assignments. Then place the data on the spread sheet of the group students they are monitoring.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of Reflections. Minutes submitted to Goal 1 Chair for review at SILT meetings.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes submitted to Goal 1 Chair.</p> <p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at CSILT meeting.</p>	<p>Monitoring Committee, Goal 1 Chair, CSI Chair</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p> <p>All teams</p> <p>Administration, CSI co-chairs, teacher representation, parent representation, student representation</p>

First week of the following quarter		-Complete, compile and organize formative data	Administration, SCI co-chairs, and data committee
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**Ryukyu Middle School Monitoring Plan**

**Goal 1 – All students will improve reading comprehension across all curricular areas.**

<b>Date</b>	<b>Intervention</b>	<b>Monitoring Process</b>	<b>Person/Group Responsible</b>
<p align="center"><b>4<sup>th</sup> Quarter</b></p> <p>No later than last week of each quarter</p> <p align="center">At least two times each month</p> <p>3 Monday of each month</p> <p>Throughout the school year</p> <p>3<sup>rd</sup> Wednesday of each month</p>	<p>Word Wall</p>	<p>-Follow up as indicated by monitoring tools and team discussions</p> <p>-Once each quarter, teachers will provide the Monitoring Committee with examples of high, medium, and low student work, using the Reflections rubric to score the assignments. Then place the data on the spread sheet of the group students they are monitoring.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of Reflections. Minutes submitted to Admin for review at SILT meetings.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes submitted to Admin.</p> <p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at CSILT meeting.</p>	<p>Monitoring Committee, Goal 1 Chair, CSI Chair</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p> <p>All teams</p> <p>Administration, CSI co-chairs, teacher representation, parent representation, student representation</p>

May		-Complete, compile and organize Summative data	Administration, SCI co-chairs, and data committee
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## PART IV: STATUS REPORT

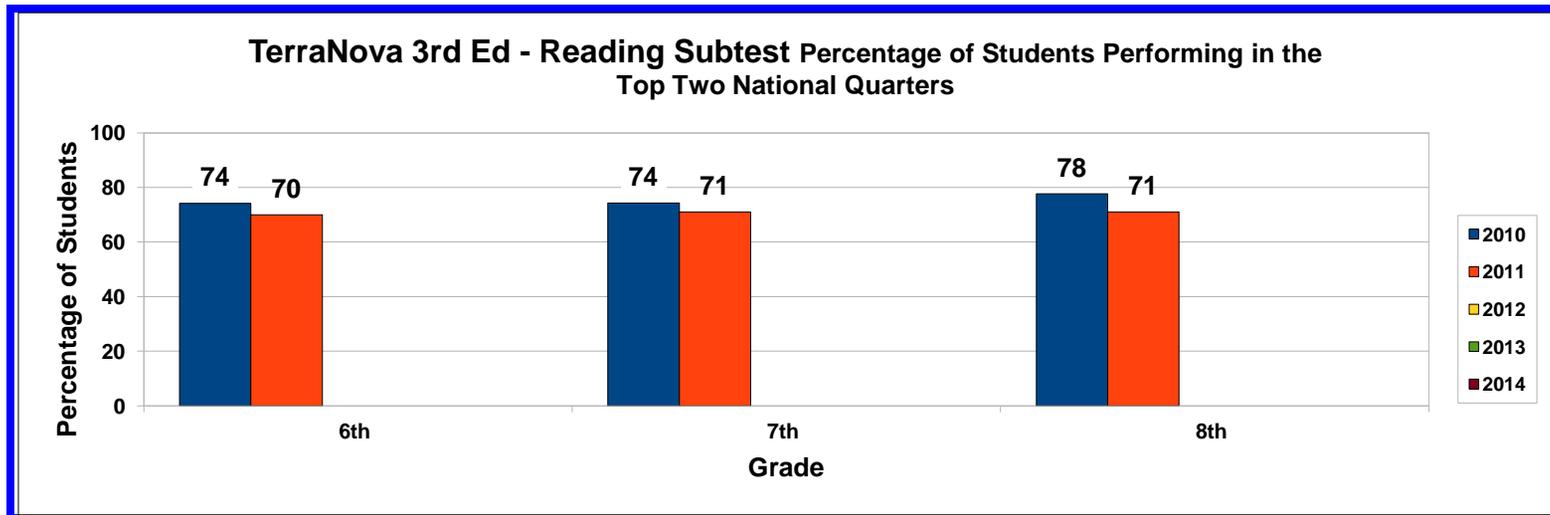
**Goal 1 – All students will improve reading comprehension across all curricular areas.**

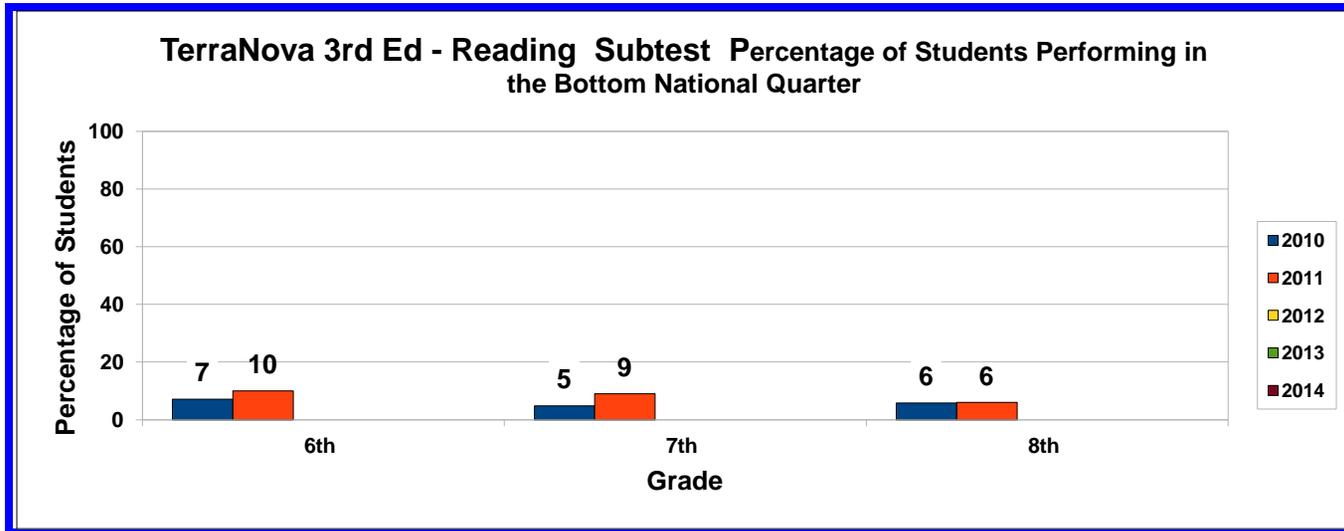
### ***DATA ANALYSIS PROCEDURES***

Baseline data and data collected at the end of each year of the school improvement cycle were disaggregated by grade level (and targeted subgroup) and were analyzed. Using NCA Data Analysis software, data were converted to standard scores (z-scores) and analyzed.

1. A standard score difference of .3 or greater is a substantial improvement and a difference of -.3 or greater is a substantial decline in student performance.
2. A standard score difference of .2 to .3 is quite good and a negative difference of -.2 to -.3 is a quite bad.
3. A standard score difference of .1 to .2 is enough to mention and a difference of -.1 to -.2 is enough to mention.
4. A standard score difference of -.1 to .1 is not enough to mention.

### ***DATA DISPLAY: Assessment One: TerraNova Multiple Assessment, Reading Subtest***





**Indicator of Success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of students scoring in the Top Two National Quarters and a meaningful decrease ( $z = .1$  or higher) in the percentage of students scoring in the Bottom National Quarter as measured by the *TerraNova* Multiple Assessment, Reading subtest.

**Findings:**

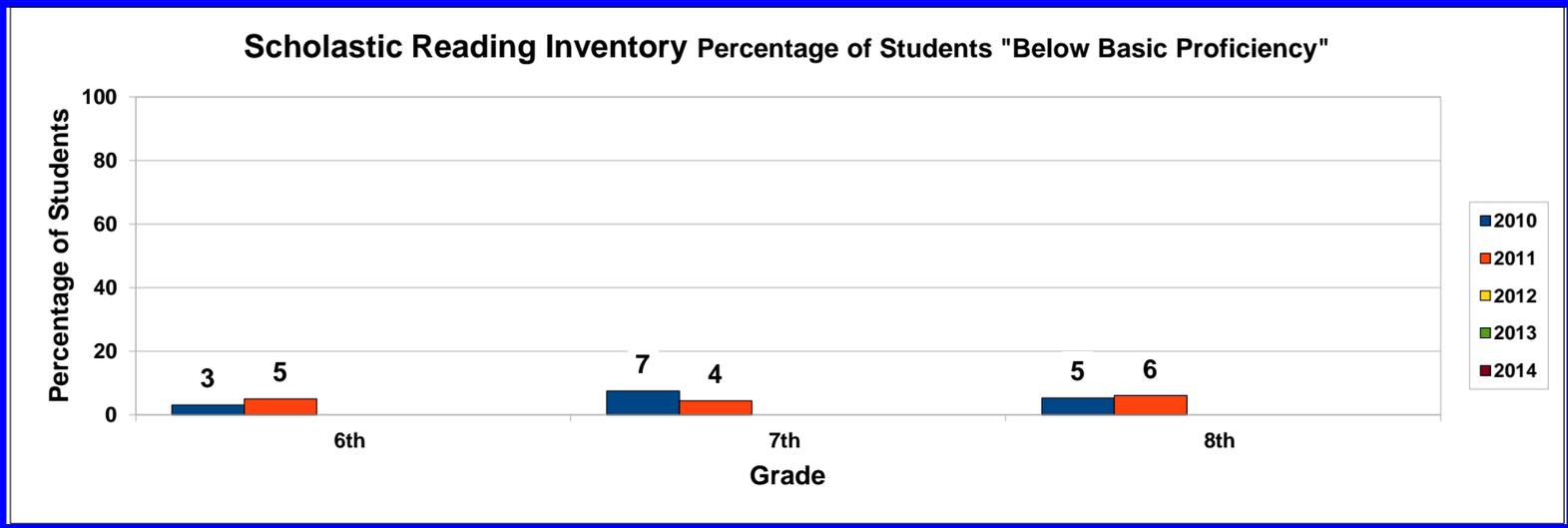
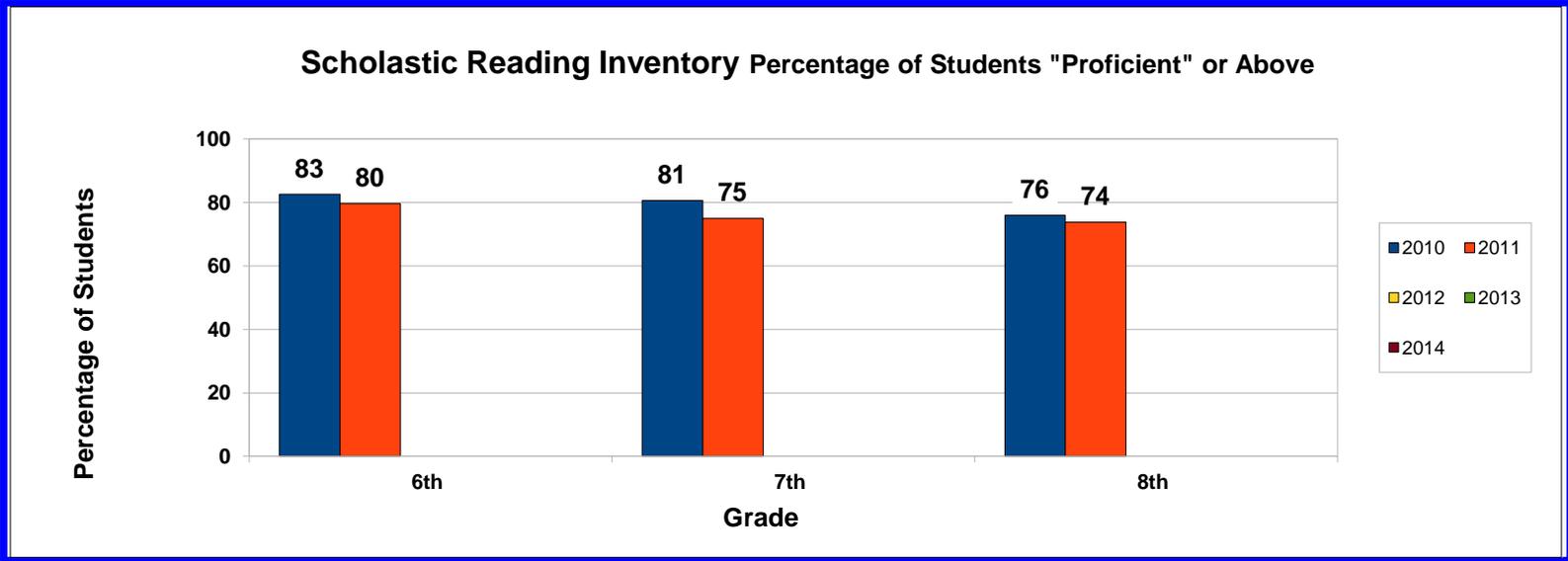
**Top Two National Quarters**

1. The difference in performance at the 6<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)
2. The difference in performance at the 7<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)
3. The difference in performance at the 8<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z = \_\_\_)

**Bottom National Quarter**

1. The difference in performance at the 6<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)
2. The difference in performance at the 7<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)
3. The difference in performance at the 8<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)

**DATA DISPLAY: Assessment Two:  
Scholastic Reading Inventory (SRI)**



**Indicator of Success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of students scoring in the “Proficient” or “Advanced” levels and a meaningful decrease ( $z = .1$  or higher) in the percentage of students scoring in the “Below Basic Proficiency” as measured by the *Scholastic Reading Inventory (SRI)*.

**Findings:**

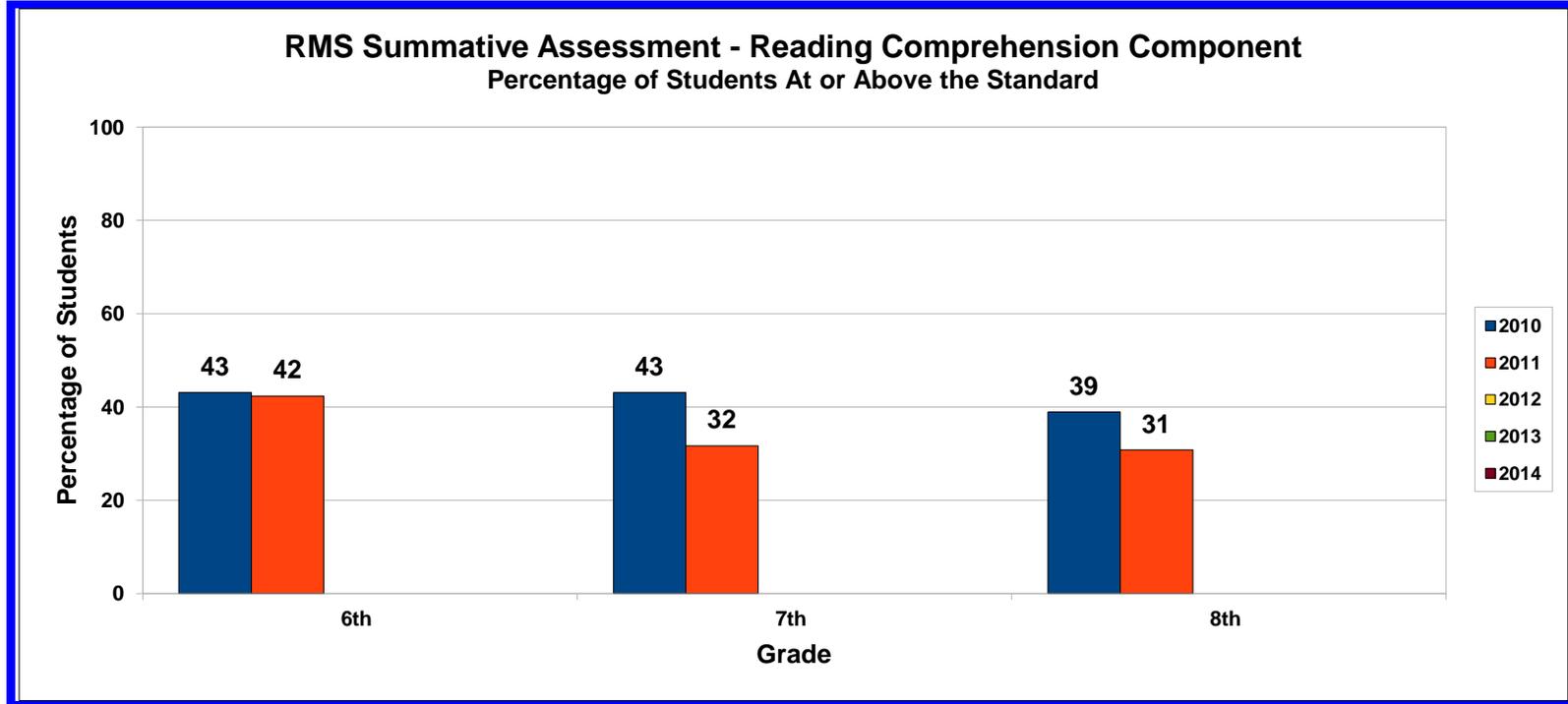
**“Proficient” or “Above”**

1. The difference in performance at the 6<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)
2. The difference in performance at the 7<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)
3. The difference in performance at the 8<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z = \_\_\_)

**“Below Basic Proficiency”**

1. The difference in performance at the 6<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)
2. The difference in performance at the 7<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)
3. The difference in performance at the 8<sup>th</sup> grade is \_\_\_ compared to baseline year. (Z= \_\_\_)

**DATA DISPLAY: Assessment Three:  
RMS Summative Assessment - Reading Comprehension Component**

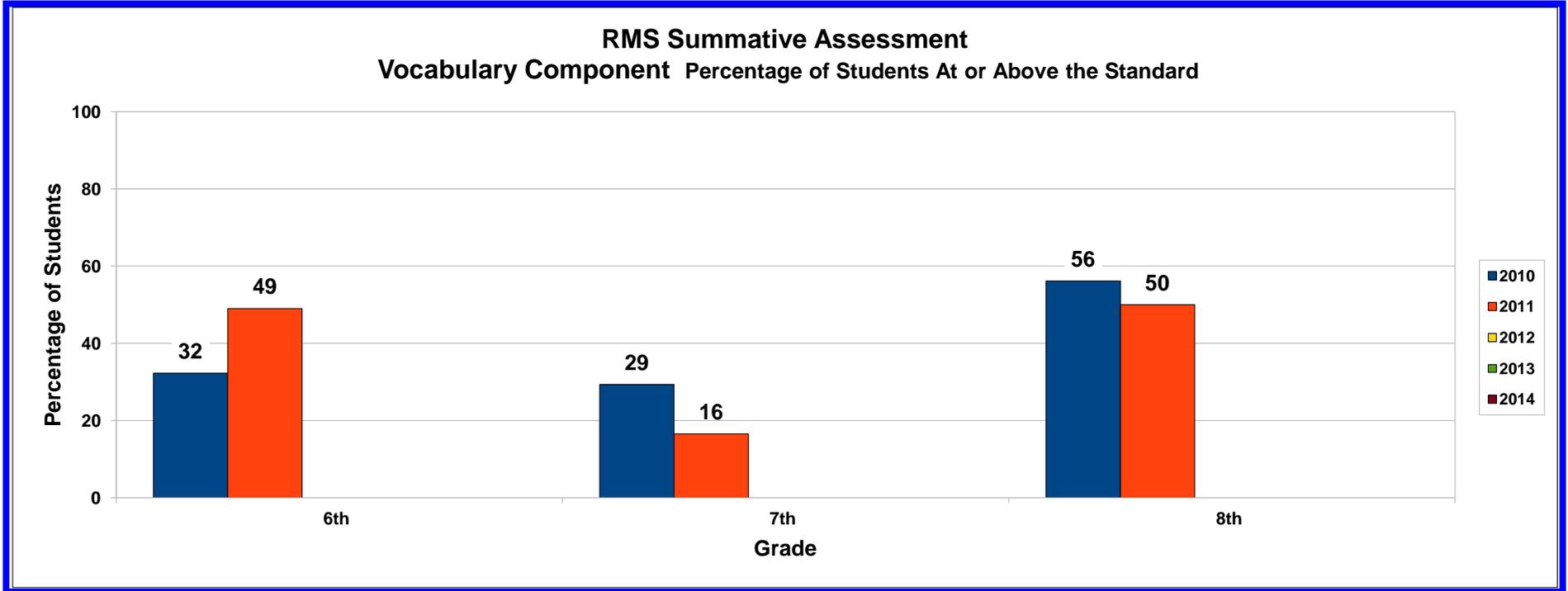


**Indicator of success** There is a meaningful increase ( $z = .1$  or higher) in the percentage of students performing At the Standard or higher on the RMS Summative Assessment – Reading Comprehension component.

**Findings: (z-score analysis)**

1. The difference in performance at the 6<sup>th</sup> grade is \_\_\_ compared to baseline year. ( $Z = \underline{\quad}$ )
2. The difference in performance at the 7<sup>th</sup> grade is \_\_\_ compared to baseline year. ( $Z = \underline{\quad}$ )
3. The difference in performance at the 8<sup>th</sup> grade is \_\_\_ compared to baseline year. ( $Z = \underline{\quad}$ )

**DATA DISPLAY: Assessment Four:  
RMS Summative Assessment - Vocabulary Component**



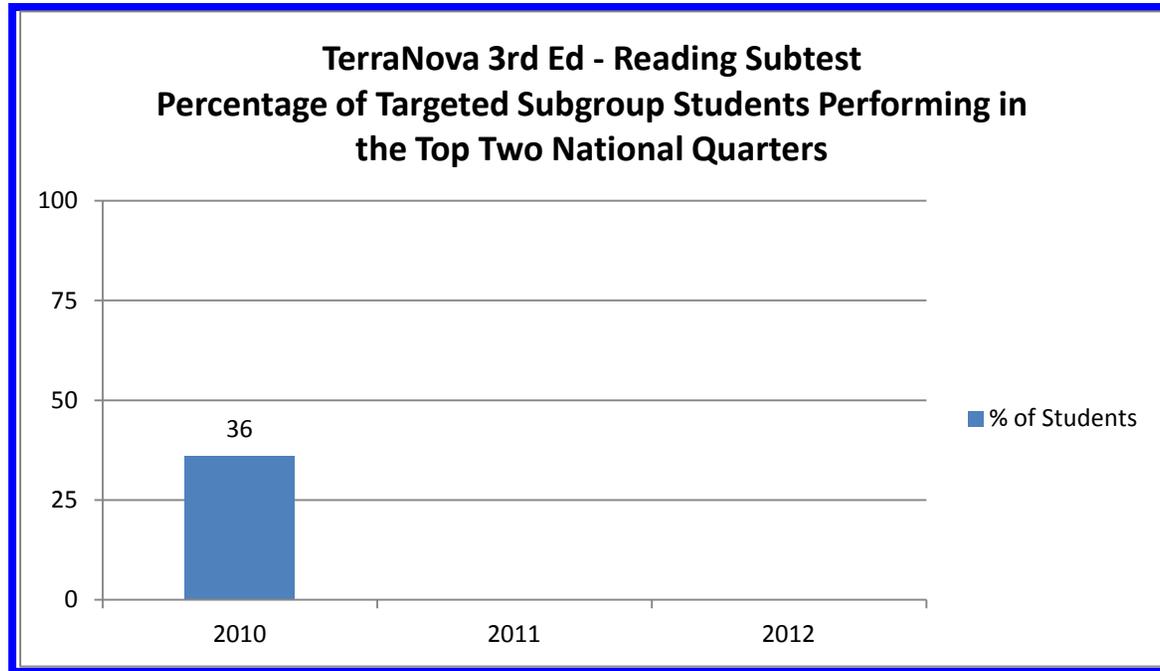
**Indicator of success** There is a meaningful increase ( $z = .1$  or higher) in the percentage of students performing At the Standard or higher on the RMS Summative Assessment – Vocabulary component.

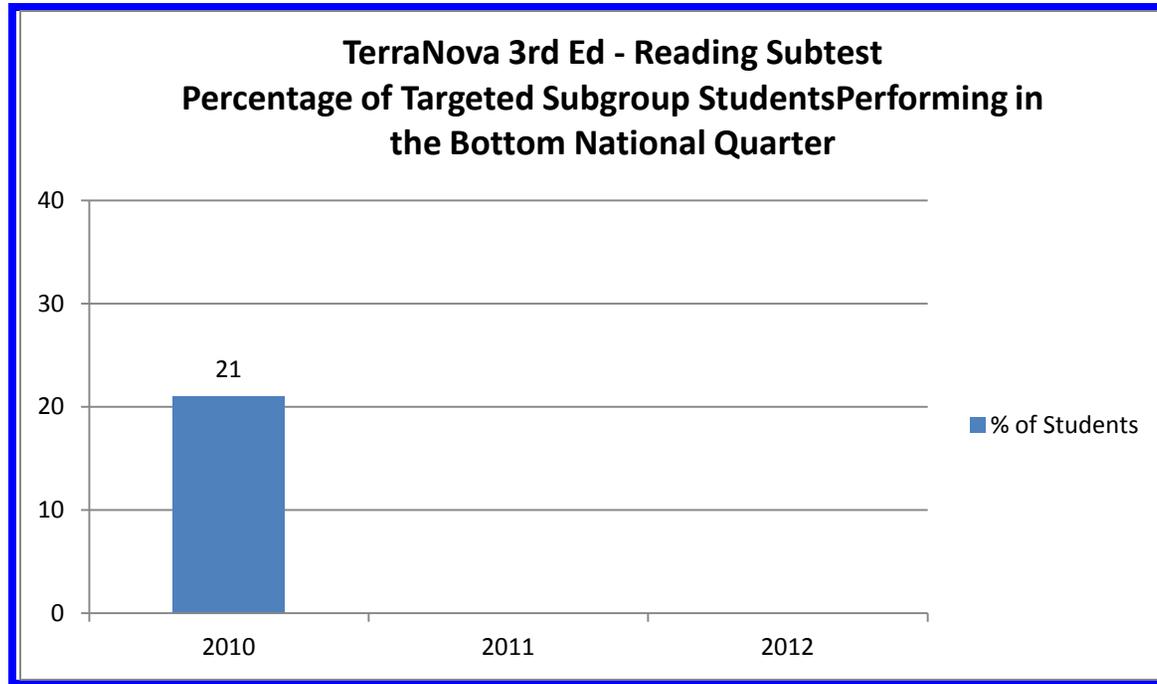
**Findings: (z-score analysis)**

1. The difference in performance at the 6<sup>th</sup> grade is \_\_\_ compared to baseline year. ( $Z = \underline{\quad}$ )
2. The difference in performance at the 7<sup>th</sup> grade is \_\_\_ compared to baseline year. ( $Z = \underline{\quad}$ )
3. The difference in performance at the 8<sup>th</sup> grade is \_\_\_ compared to baseline year. ( $Z = \underline{\quad}$ )

**DATA DISPLAY: Assessment Five:  
TerraNova Multiple Assessment, Reading Subtest**

Targeted Subgroup: Students with F's or multiple D's Grade 6, 2<sup>nd</sup> Qtr 09/10





**Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of targeted subgroup students scoring in the Top Two National Quarters and a meaningful decrease ( $z = .1$  or higher) in the percentage of targeted subgroup students scoring in the Bottom National Quarter as measured by the *TerraNova* Multiple Assessment, Reading Subtest.

**Findings: (z-score analysis)**

**“Top Two National Quarters”**

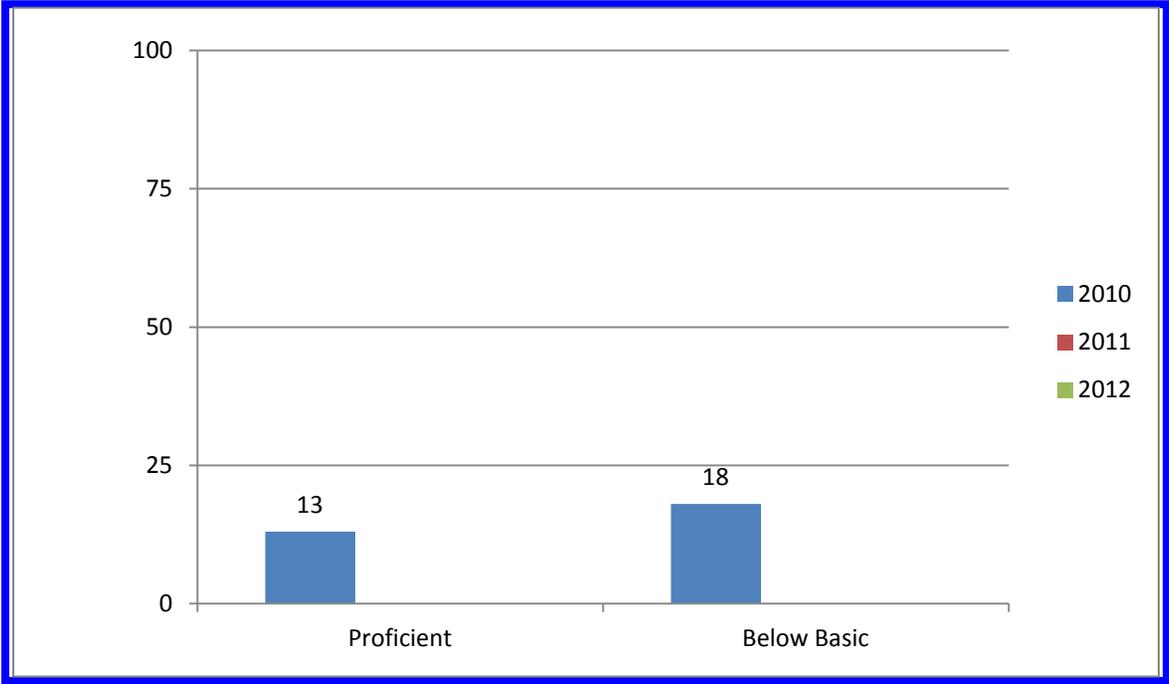
1. The difference in performance of the targeted subgroup is \_\_\_ compared to baseline year. (Z= \_\_\_)

**“Bottom National Quarter”**

1. the difference in performance of the targeted subgroup is \_\_\_ compared to baseline year. (Z= \_\_\_)

**DATA DISPLAY: Assessment Six:  
Scholastic Reading Inventory (SRI)**

**Targeted Subgroup: Students with F's or multiple D's Grade 6, 2<sup>nd</sup> Qtr 09/10**



**Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of targeted subgroup students performing at the Proficient or Advanced Levels on the SRI and/or a meaningful decrease ( $z = .1$  or higher) in the percentage of targeted subgroup students performing at the Below Basic level.

**Findings:**  
**“Proficient” or “Above”**

1. The difference in performance of the targeted subgroup is \_\_\_ compared to baseline year. (Z= \_\_\_)

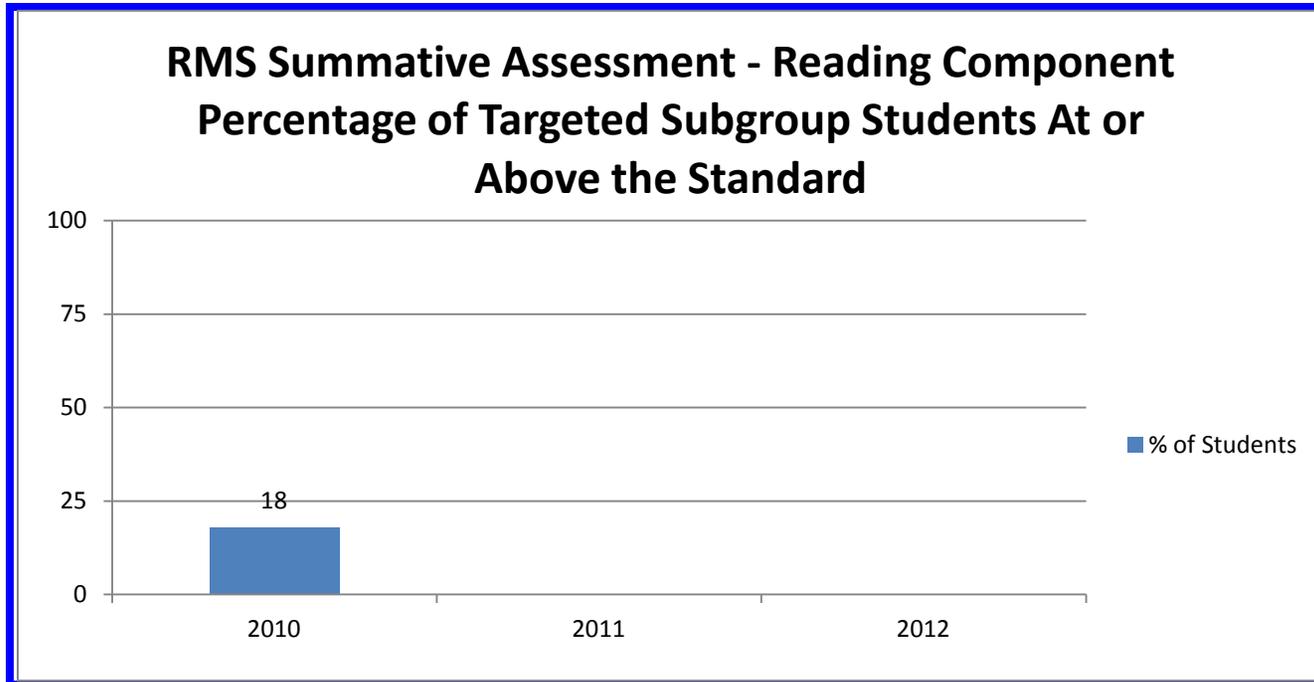
**“Below Basic”**

1. the difference in performance of the targeted subgroup is \_\_\_ compared to baseline year. (Z= \_\_\_)

**DATA DISPLAY: Assessment Seven:**

**RMS Summative Assessment – Reading Comprehension Component**

Targeted Subgroup: Students with F's or multiple D's Grade 6, 2<sup>nd</sup> Qtr 09/10



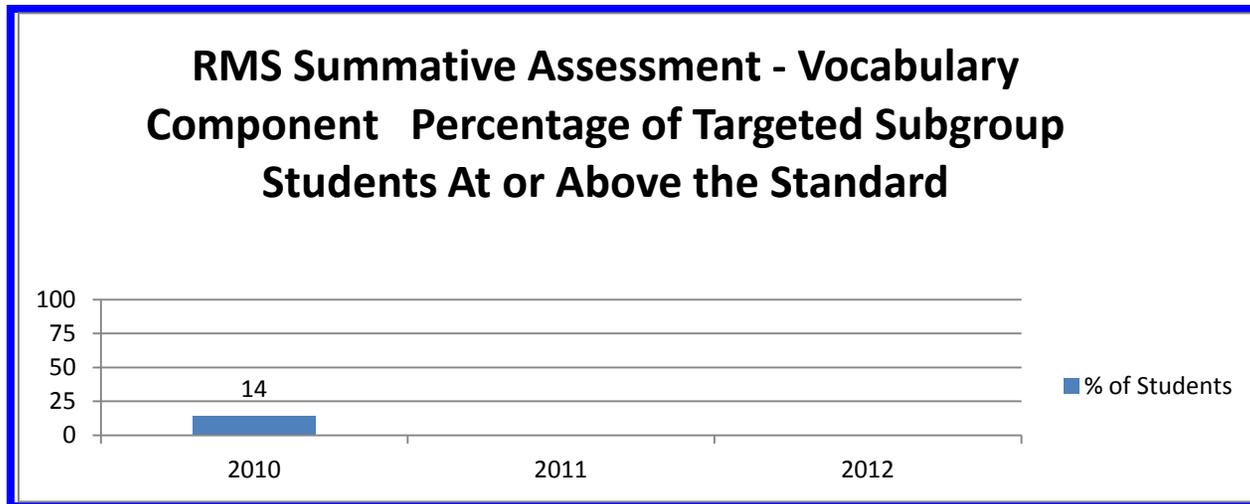
**Indicator of success** There is a meaningful increase in the percentage of targeted subgroup students performing At the Standard or higher on the RMS Summative Assessment – Reading Comprehension Component

**Findings: (z-score analysis)**

1. The difference in performance of the targeted sub-group is \_\_\_ compared to baseline year. (Z= \_\_\_)

**DATA DISPLAY: Assessment Eight:  
RMS Summative Assessment – Vocabulary Component**

Targeted Subgroup: Students with F's or multiple D's Grade 6, 2<sup>nd</sup> Qtr 09/10



**Indicator of success** There is a meaningful increase in the percentage of targeted subgroup students performing At the Standard or higher on the RMS Summative Assessment – Vocabulary Component

**Findings: (z-score analysis)**

1. The difference in performance of the target sub-group is \_\_\_\_ compared to baseline year. (Z= \_\_\_\_)

## ANALYSIS

**Please Note:** Assessments from spring 2010 provided Ryukyu Middle School with baseline assessment data to which future assessment results will be compared. Beginning with the spring 2011 assessment data, RMS will complete the summary and interpretation of the data.

**Summary of student performance (z-score differences) for Assessment One:  
TerraNova Multiple Assessment, Reading Subtest (Grades 6-8)**

**Summary of student performance (z-score differences) for Assessment Two:**

**Summary of student performance (z-score differences) for Assessment Three:  
RMS Summative Assessment – Reading Comprehension Component (Grades 6-8)**

**Summary of student performance (z-score differences) for Assessment Four:  
RMS Summative Assessment – Vocabulary Component (Grades 6-8)**

**Summary of student performance (z-score differences) for Assessment Five:  
Targeted Subgroup - TerraNova Multiple Assessment, Reading Subtest**

**Summary of student performance (z-score differences) for Assessment Six:  
Targeted Subgroup - Scholastic Reading Inventory (SRI)**

**Indicator of success:** There is a meaningful increase ( $z = .1$  or higher) in the percentage of targeted subgroup students performing at the Proficient or Advanced Levels on the SRI.

<b>Students Proficient or Above</b>	<b>z =</b>
<b>Students Below Basic Proficiency</b>	<b>z =</b>

**Summary of student performance (z-score differences) for Assessment Seven:  
Targeted Subgroup - RMS Summative Assessment – Reading Comprehension Component**

**Summary of student performance (z-score differences) for Assessment Eight:  
Targeted Subgroup - RMS Summative Assessment – Vocabulary Component  
Impact of each intervention on student performance:**

### **Action Needed: (How will the School Improvement Plan be modified in light of these assessment results?)**

As a faculty we feel that the School Improvement plan should remain the same since the plan has only been in place for one academic year. The assessment process needs to be continued for at least one more year in order to determine if there has been a significant change in student work. Currently, the assessment results appear to indicate the need for more measurable data from our formative assessments. These modifications will be discussed during meetings with each grade level team and subject area department in order to implement improvements to their respective Quarter 1 formative assessments. Specifically, the teams and departments will be examining what changes may be needed to more accurately measure content vocabulary and reading comprehension. Based on the aforementioned, the Faculty agrees that no modifications be made at this time.

### **Which intervention(s) will continue? Why?**

The “Word Wall” and the “Three traits of writing” are interventions that need to continue, due to the lack of data to support a change. We feel that with one additional year of measureable data, a decision may be made in support of continuing or modifying the interventions. All interventions should also continue through the next assessment evaluation as stated in the response to Action number one, i.e. more time to determine the efficacy of the interventions.

### **Which intervention(s) will be modified? How?**

No interventions need to be modified at this time. However, the committee suggested the following modifications to staff development in relation to the school interventions:

- a. Have available on the faculty “L” drive previous presentations that were done last school year in regards to the use and strategies of a “Word Wall” and the “Three traits of writing.”
- b. Have a folder that the staff can access on the L: Drive that includes research-based articles, video clips, and lesson plans pertinent to the use of “Word Walls” and the “Three traits of writing.”
- c. Staff Collaboration -sharing their successes of how the intervention looks in their classroom.
- d. Each department and grade level will put in place a more standardized means of measuring the effectiveness of the intervention with the use of the collected data, and use those measurements to determine what changes, if any, need to be implemented.

**Which intervention(s) will be discontinued? Why?**

We agree that both interventions should remain the same. At this time, we do not recommend the discontinuing of our current interventions.

## ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO GOAL 1 – Reading Comprehension

By June 2014, all students will increase student performance on the targeted area of Reading Comprehension using instructional interventions implemented in all curricular areas as measured by the TN3 Reading subtests, system-wide and school based assessments. The targeted skills of reading comprehension include analyzing text (drawing conclusions), extending meanings (inferences, comparing/contrasting, predicting), and improving/increasing vocabulary knowledge.

Identify the DoDEA standards from all curricular areas that are related to the goal. You should be able to include standards at all four content areas as well as standards from other content areas (i.e. art, music, PE, health, technology.)

- 6E1a, 7E1a, 8E1a: *Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around the word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.*
- 6E1b, 7E1b, 8E1b: *Students read and understand grade-level-appropriate material.*
- 6E1c, 7E1c, 8E1c: *Students read and respond to grade-level-appropriate historically or culturally significant works of literature.*
- 6M5a: read and use graphical representations to make predictions and/or draw conclusions;
- 6SSK3; 7SSK3, 8SSK3: Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic system.
- 6SSK4; 7SSK4, 8SSK4: Students frame questions that can be answered by historical study and research.
- 6SSK5, 7SSK5, 8SSK5: Students distinguish fact from opinion in historical narratives and stories.
- 6SSK6, 7SSK6, 8SSK6: Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- 6SSK7, 7SSK7, 8SSK7: Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- 6SSK8, 7SSK8, 8SSK8: Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
- FL1b5: Read and comprehend written directions;
- FL1b6: Read and interpret the main idea in a variety of authentic written materials in the target language;
- HN1: Read and write level-appropriate material on familiar topics in the host nation language
- PT-DPC1: Students apply English language arts, mathematics, science, and social studies content area skills.
- VA1: Media, Techniques and Processes: The student demonstrates understanding and can apply media, techniques, and processes.
- 6HESK, 7HESK, 8HESK: Demonstrating health literacy skills lead to personal, family and community health.
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## ADDENDUM 2: Research Related to the Interventions Selected

### Intervention: Word Walls

**NOTE:** These are just a few of the articles have been included in our “Monday Morning Minutes”.

- Of the many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension (e.g., Anderson & Freebody, 1981; Baumann, Kame'enui, & Ash, 2003; Becker, 1977; Davis, 1942; Whipple, 1925). Most recently, the National Reading Panel (2000) concluded that comprehension development cannot be understood without a critical examination of the role played by vocabulary knowledge. Given that students' success in school and beyond depends in great measure upon their ability to read with comprehension, there is an urgency to providing instruction that equips students with the skills and strategies necessary for lifelong vocabulary development. [http://www.prel.org/products/re\\_/ES0419.htm](http://www.prel.org/products/re_/ES0419.htm)
- *Everything you wanted to know about word walls, but were afraid to ask...* Excellent site, with references, resources, how-to's, and activities. <http://forpd.ucf.edu/strategies/stratwordwalls.html>
- *Word Walls - Coming soon to a classroom near you. In this article, the authors outline three principles which can guide teachers in planning for explicit vocabulary instruction. They describe a vocabulary immersion approach, Green's (1993) Word Wall, which provides teachers with a versatile mechanism for promoting vocabulary growth in their classrooms. They then give an account of the adaptations that they made to Green's original approach to meet the needs of English for Academic Purposes (EAP) students. Lastly, they conclude with a discussion of the initial problems encountered using the Word Wall and solutions, presented as a set of teacher guidelines.* <http://eca.state.gov/forum/vols/vol38/no3/p2.htm>
- [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf) From U.S. Dept of Education Institute of Education Sciences (IES) Practice Guides see, especially, “Recommendation 1, Provide explicit vocabulary instruction,” p.11.
- <http://www.santarosa.k12.fl.us/reading/wordwall.htm> WORD WALLS

- <http://www.literacymatters.org/content/readandwrite/vocab.htm> *If you want to learn more about teaching vocabulary in the content areas.* This is a research-based article on strategies useful for teaching vocabulary - includes 12 different vocabulary strategies for the middle school. Go to mid-page for "Sites That Matter" and "General Information on Content Reading Vocabulary."
- <http://www.brighthub.com/education/k-12/articles/58023.aspx> From the Goal 1 essence to "Extend meaning (inferences, comparing/contrasting, predicting)," see: *Teaching Students to Make Inferences.*  
Reading Strategy Lesson Plans: Making Inferences and Drawing Conclusions.  
The strategies are related, but different, and can be taught in similar ways. This series of one-page articles explains how to teach the strategies and includes activities that can help your students learn them.
  - Inference Games and Activities
  - Lesson Plans on Reading Strategies: Drawing Conclusions
  - Activities for Drawing Conclusions
  - Teaching Students to Make Inferences

Read more:

<http://www.brighthub.com/education/k-12/articles/58023.aspx#ixzz0kYpb5KV7>

- FIVE WORD WALL ACTIVITIES [http://www.educationworld.com/a\\_lesson/lesson/lesson328.shtml](http://www.educationworld.com/a_lesson/lesson/lesson328.shtml)  
Click each of the five lesson headlines (mid-way down the site shown above) for a complete teaching resource. (Appropriate grade levels for each lesson appear in parentheses.)