

School Improvement Action Plan – Goal One

SY 08 - 09

PART I: OVERVIEW

Seoul American Middle School

Date: December 1, 2008

Goal Statement: All students will increase their ability to gain information from the text in all curricular areas.		
Essence of the goal:		
<ul style="list-style-type: none"> • Interpret and extend the use of information from the text using various reading strategies. • Demonstrate critical understanding by making predictions and generalize ideas to other situations,. • Demonstrate comprehension by drawing conclusions and inferring relationship. 		
Targeted Subgroup: Struggling Readers; those students scoring in the bottom quarter of the <i>TerraNova Multiple Assessment 3rd Edition Reading subtest, for grades 6, 7 and 8.</i>		
Triangulation of Data: (Copy from Profile Triangulation of Data Appendix B) TerraNova Reading data 2002-2006 top two quarters, TerraNova Reading data 2002-2006 bottom quarter, GOALS Reading data 2002-2005, 6 th grade TerraNova Reading by Ethnicity 2006, 7 th grade TerraNova Reading by Ethnicity 2006, 8 th grade TerraNova Reading by Ethnicity 2006.		
<p>System-wide Assessment(s) <i>TerraNova Multiple Assessment 3rd Edition Reading subtest, for grades 6, 7 and 8.</i></p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters and a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the TerraNova Reading subtest.</p> <p>Name : <i>On-Line Science Test, 7th grade</i> Discontinued SY 08-09</p> <p>Indicator of success: There us a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Online Science tests.</p>	<p>Local Assessment(s) Name: <i>KidTest Reading, 6th and 8th grade</i></p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the KidTest Reading assessment.</p> <p>Name: <i>Scholastic Reading Inventory, 6th, 7th, and 8th grades</i></p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring within the proficiency range for their grade as measured by Scholastic Reading Inventory.</p>	
Interventions and their descriptions applicable to ALL Students		
Intervention SQ3R	Brief Description: A reading strategy that uses Survey, Question, Read, Recite and Review	
Interventions and their descriptions applicable to the Targeted Subgroup		
Intervention Read 180	Brief Description: The students receives diagnostically informed instruction in a small group where individual needs are met. Read 180 software provides them with intensive, individualized skills practice, and paperback and audio books for independent reading.	
Interventions Implementation Timeline		
Interventions 1. SQ3R (2008-2009) 2. Read 180 (2007-2009) 3. Cornell Notes (2007-2008)	Resources Effective Study, Francis, 1946, AVID adopted Cornell notes Read 180 software, audio books, and novels AVID adopted Cornell notes,	POC Thomas Davis, Heather Brown and Cynthia Davis Kari Kugler

Part II

Seoul American Middle School Results-Based Staff Development Plan Intervention: SQ3R

Staff Development Outcome

Teachers will need to know the proper implementation of SQ3R strategies to increase their students' ability to gain information from text

Teachers are implementing SQ3R in classes, using informational text. Also, teachers are reporting their use of SQ3R on in-house monitoring documents. These documents are checked, along with Cornell notes, by the monitoring committee each month.

Student Outcome

Students will demonstrate reading comprehension, critical understanding and interpret the information text.

Effective Staff Development Steps	Implementation Activities	Person/Group Responsible (SI; CIF; Tech; etc.)	Documented Evidence of Each Step	Resources Needed	Timeline Date/Time
Knowledge <i>What you want people to walk away with</i>	In-service on SQ3R Overview of CSI Binder	CIF, Individual teachers, CSI Chairs	In-service agenda, 15 th Of September, faculty Meeting agendas, SQ3R handouts	The SQ3R Handouts SQ3R Power Point	First month of the School year, faculty Meetings, in-services
Model/Demonstrate <i>How this knowledge will be shown to the staff</i>	Power point presentations Staff Development classes Handouts, websites, posters	CSI Chairs CIF Individual teachers Team leaders	Attendance rosters of staff meetings	Posters SQ3R Power point classes SQ3R Text and learning materials	Regular in-service Faculty meetings Regular team meetings
Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	Teachers tracked with CSI folders Team collaboration Department collaboration Teachers apply training In class	CSI Chairs Individual Teachers The Goal One Team	Student work samples Thru the goal one Monitoring team	Posters Student samples Goal sheets Learning materials Staff meetings	First quarter Second quarter, until The end of the school year
On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Teacher to teacher Instruction and support Mentoring Department and Administrative collaboration	Monitoring committee Team leaders Department heads Individual teachers	Meeting agendas Team meeting minutes Attendance sheets In-service agendas Student work samples	CSI samples Folders Posters SQ3R learning Handouts SQ3R Power point	Monthly team meetings Weekly staff meetings
Follow-up for Current Staff <i>Collaborative meetings</i>	Faculty meetings Team meetings In-services	CSI chairs Team leaders Individual teachers	Faculty meeting agendas Attendance sheets In-service agendas	As Needed	On going in-service Schedules Monthly faculty meeting
Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>	New staff members are Paired with mentors, Individual teachers and Team support	CSI Chairs Team Leaders CIF Mentor teachers	Mentoring documents Team agendas/minutes Training/in-service agendas	CSI handouts SQ3R websites SQ3R power point and literature	New teacher orientation Mentor orientation Ongoing Staff Development training In-services

PART III: RESULTS-BASED STAFF DEVELOPMENT PLAN

PART THREE: MONITORING PLAN

SIP Goal	Intervention	Monitoring Plan	Point of Contact
<p>All students will increase their ability to gain information from text in all curricular areas.</p>	<p>SQ3R Notes</p>	<p>SQ3R usage is monitored by the CSI monitoring committee. Each teacher submits their binder which includes samples of student work. Binders will be collected monthly and constructive feedback is given by the committee and faculty. The committee will distribute samples of student work along with the school wide standard rubric for examining student work protocol quarterly at faculty meetings. Teachers will determine what the tasks were that students had to do based on those samples. Specific feedback will be given about how well the students used the intervention to complete the task. Finally teachers will discuss how well the intervention is working to increase student achievement. This formative assessment is used to determine whether further staff development is needed or if modifications need to be made to the interventions. During scheduled meetings, the monitoring committee will examine various student work samples and discuss the positive and negative aspects of each sample. Feedback will be given to teachers through this formative assessment.</p>	<p>Thomas Davis Cynthia Davis</p>

PART IV: STATUS REPORT

Goal Statement: All students will increase their ability to gain information from the text in all curricular areas.

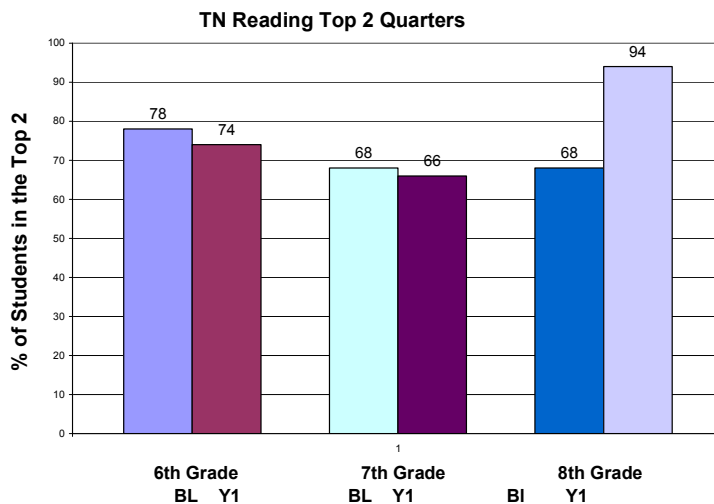
DATA ANALYSIS PROCEDURES

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.

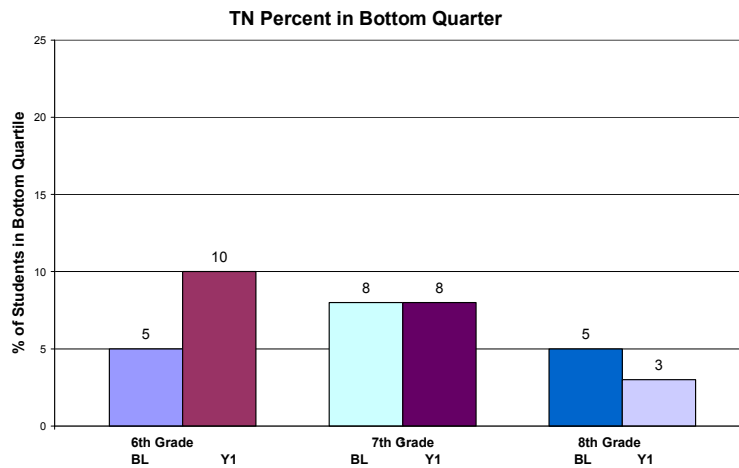
DATA DISPLAY: TerraNova Multiple Assessment 2nd Edition Reading subtest, for grades 6, 7 and 8.

Indicator of Success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters and a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the TerraNova Reading subtest. Grade 6, 7, 8.



Findings: (z-score analysis)

1. The difference in performance at the 6th grade is worse enough to mention.
($Z = -1.3$)
2. The difference in performance at the 7th grade is not enough to mention.
($Z = -0.06$)
3. The difference in performance at the 8th grade is substantially better.
($Z = 1.09$)

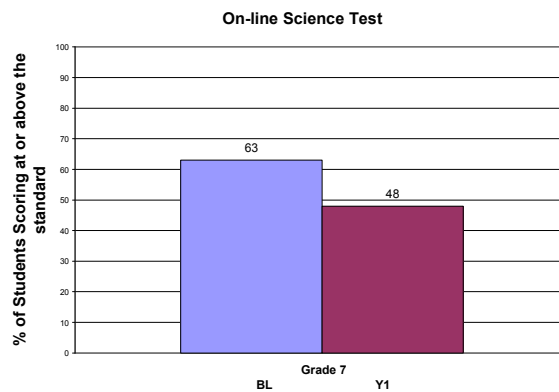


Findings: (z-score analysis)

1. The difference in performance at the 6th grade is worse enough to mention.
($Z = -0.37$)
2. The difference in performance at the 7th grade is not enough to mention.
($Z = 0$)
3. The difference in performance at the 8th grade is substantially better.
($Z = 0.23$)

DATA DISPLAY: On-Line Science Test, 7th grade

Indicator of success: There us a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Online Science test.

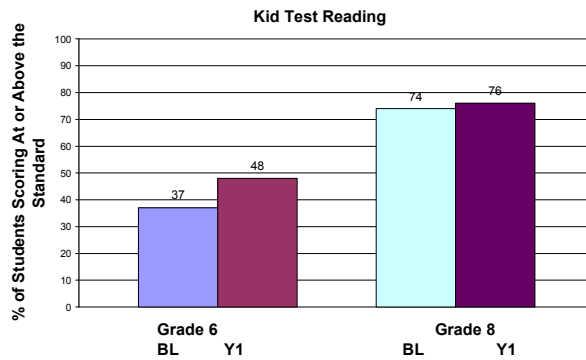


Findings: (z-score analysis)

1. The difference in performance at the 7th grade is substantially worse.
($Z = -0.38$)

DATA DISPLAY: KidTest Reading, 6th and 8th grades

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the KidTest Reading assessment.

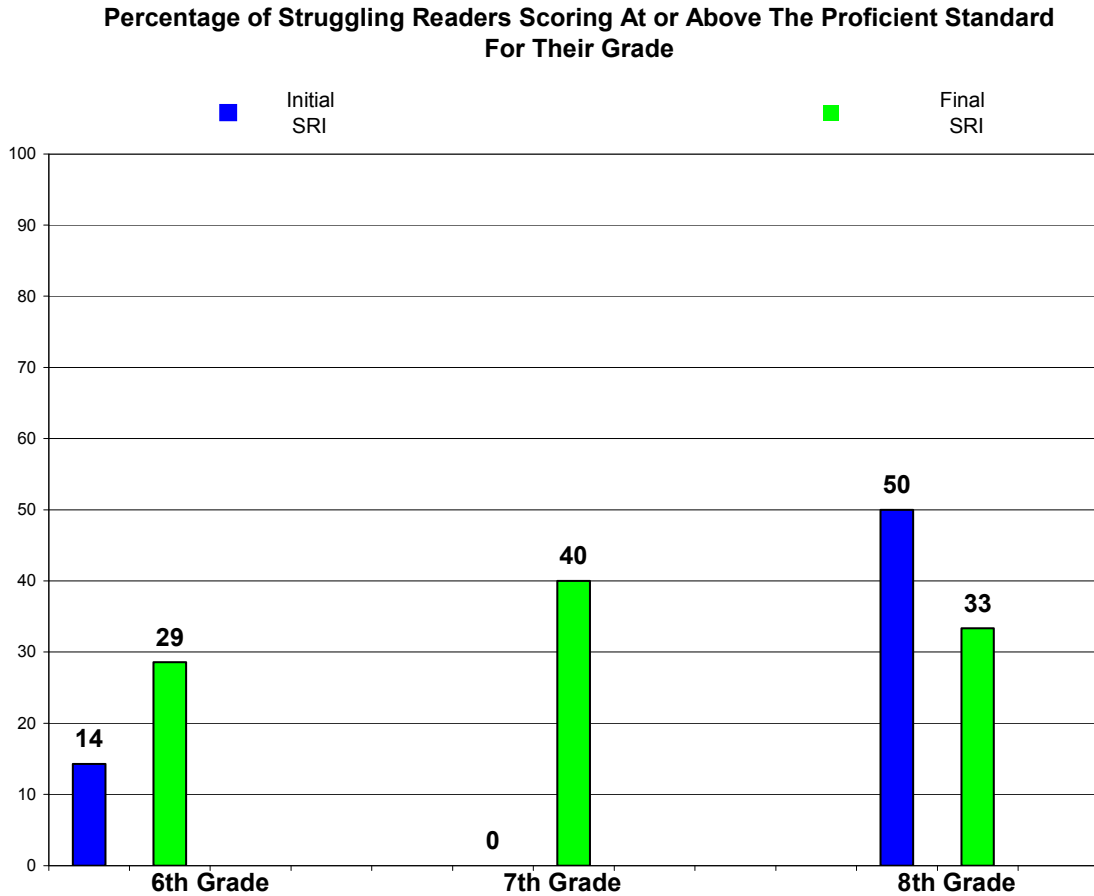


Findings: (z-score analysis)

1. The difference in performance at the 6th grade is much better.
(Z = 0.28)
2. The difference in performance at the 8th grade is not enough to mention.
(Z = 0.07)

DATA DISPLAY: Scholastic Reading Inventory, 6th, 7th, and 8th grades

Indicator of success: There is a meaningful increase in the percentage of students scoring within the proficiency range for their grade as measured by Scholastic Reading Inventory.



Findings: (z-score analysis)

1. The difference in performance at the 6th grade is substantially better.
(Z= 0.53)
2. The difference in performance at the 7th grade is substantially better.
(Z= 2.75)
3. The difference in performance at the 8th grade is substantially worse.
(Z= -.44)

ANALYSIS

Summary of student performance (z-score differences) for Assessment One: Percentage of students scoring in the top two quarters on the TerraNova Reading Test.

The 6th grade students' performance on the TerraNova Reading test showed a slight decrease in the percentage of students in the top two quarters, which was just worse enough to mention. The 7th grade results showed an insignificant change, which was not enough to mention, while the 8th grade performed substantially better, meeting DoDEA's Community Strategic Plan goal of 75% of the students scoring in the top two quarters.

Percentage of students scoring in the bottom quarter on the TerraNova Reading test
The 6th grade students' performance on the TerraNova Reading test showed a slight increase in the percentage of students in the bottom quarter, which was just worse enough to mention. The 7th grade results showed an insignificant change, which was not enough to mention, while the 8th grade performed substantially better, meeting DoDEA's Community Strategic Plan goal of less than 7% of the students scoring in the bottom quarter.

Summary of student performance (z-score differences) for Assessment Two:
Students' performance on the Kid Test Reading test

The 6th grade students' results on the Kid Test reading test was quite good and showed a dramatic increase while the 8th grade students' results showed a slight increase which is not enough to mention.

Summary of student performance (z-score differences) for Assessment Three: Students' performance on the On-line Science test.

Our 7th grade students' performance on the On-line Science test was substantially worse than last year.

Impact of each intervention on student performance: It was ineffective and possibly interfered with student performance. We did not meet the goal of meeting 5 out of 9 Indicators of Success. We met 4 out of the 9 Indicators of Success.

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

Which intervention(s) will continue? Why? Our intervention will not be continued because it was ineffective in helping us achieve our goal.

Which intervention(s) will be modified? How? Our reading intervention will not be modified. We chose to pick a different research-based intervention to help us achieve our reading goal.

Which intervention(s) will be discontinued? Why? Our reading intervention was discontinued because it did not help us meet our reading goal. Instead, we have adopted SQRRR, a researched-based intervention, as our reading intervention.

PART V: DOCUMENTATION REPORT

(A documentation report will be developed when you have baseline data and at least two consecutive years of meaningful increases in student performance on this goal, and the school has made the decision that they have met this goal.) To facilitate the completion of this report, please complete the first 2 items of the executive summary.

Selection of Goals: At the start of the process, Seoul American Middle School faculty members, community members, parents and administrators, reviewed collected data from the TerraNova, GOALS Reading 2002-2005, TerraNova by ethnicity from 2006 for all grades for both reading and language arts to determine instructional strategies and curriculum changes needed to meet any weaknesses. After review and discussion, a consensus was reached to establish school-wide goals. Based on the data, goals were established in both reading and writing and consensus was reached on both.

Selection of Interventions: All interested parties met to decide on authentic interventions, which would enable us to meet our goals. Teachers and staff were then provided with in-service training on the interventions and training was offered throughout the course of the school year. At the end of year 1, it was determined that our interventions did not achieve the desired results and we started the process of selecting new interventions or modifying the old. We (all interested parties) elected to change the interventions for both goals and are now in the process of training everyone on the interventions and using the interventions with our students.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO THE GOAL

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

Grade 6, 7, and 8 Language Arts:

E1c1: Restates or summarizes information.

Grade 6 Science:

S1D: Applies appropriate tools and techniques to systematically collect, record, analyze, interpret, and represent data.

Grade 7 Math:

M8a: Organize and consolidate their mathematical thinking coherently and clearly to peers, teachers, and others.

Grade 6, 7, and 8 Music:

MU2c: Reads and notates music. The student defines and uses standard symbols and terms for tempo, articulation, and expression.

Grade 8 PE:

PE3b.4: Analyzes specific physical education-related occupational requisites in relationship to personal abilities, interests, and possible career choices.

Grade 8 Health:

HE2b: Analyze influences of laws, policies, and practices on safety issues at home, school, and in the community.

Grade 6, and 8 Social Studies:

SS3: Time, Continuity, and Change

Grade 6

b. Compare and contrast the effects of inventions and ideas across civilizations.

Grade 8

a. Survey the timing and pattern of American settlement as affected by world events.

ADDENDUM 2: Research Related to the Interventions Selected

Identify the research base for each of the interventions you selected for the goal area. Provide a summary of the study done and its outcome on students.

Intervention: SQ3R
Supporting Research:

Adams, A., D. Carnine, and R Gersten. 1982. Instructional strategies for studying context area texts in the intermediate grades. *Reading Research Quarterly* 18:27-55. Study investigating the effectiveness of SQ3R in the middle school classrooms. Results indicated that students performed higher on factual short answer tests.

Robinson, F.P. 1962. *Effective reading*. New York: Harper and Bros. Initially published in 1946, Robinson introduces the use of SQ3R method to aid students in their study.

Intervention: _____
Supporting Research:

Intervention: _____
Supporting Research:

INTERVENTION SUMMARY

<p>Name of the intervention and 1-2 sentence summary. SQRRR or SQ3R Teachers will use SQRRR as a method to approach non-fiction text along with Cornell Notes as a summarizing tool to organize the information related to a concept into categories of information. Through the use of these devices, it is our expectation that all students will increase their ability to gain information from text in all curricular areas; increase their ability to interpret and extend the use of information from text using various reading strategies; demonstrate critical understanding by making predications and generalize ideas to other situations; and demonstrate comprehension by drawing conclusions and inferring relationships</p>	
<p>Research Base (Use more than one research article or summary). 1. SQ3R Effective Study, Francis, 1946, 2. Adams, A., D. Carnine, and R Gersten. 1982. Instructional strategies for studying context area texts in the intermediate grades. <i>Reading Research Quarterly</i> 18:27-55</p> <p>A. Cornell Notes: System of note-taking where a reader takes notes on important information, writes questions for the notes, and summarizes the notes (Marzano, et al., 2001).</p>	
<p>Describe <u>exactly</u> what the teacher does in using this intervention—use an example and narrative of a lesson. The teacher will show the students a complete and correct example on an overhead/Infocus/averkey/ELMO and discuss this before the guided practice. The teacher guides the students through the process of SQ3R. The first few times the teacher does SQ3r, he/she walk the students through the process.</p>	<p>Describe <u>exactly</u> what the student does in using this intervention—use an example and narrative of a lesson. The student will follow the model lessons and practice the process in order to replicate it on his/her own. Students will then be expected to complete subsequent graphic organizers independently, using the previous classroom examples.</p>
<p>Describe how the teacher provides direct feedback to the student during the use of the intervention—use an example and narrative of a lesson. Teachers will grade Cornell Notes either for an actual letter grade or for completion, as they see fit. Teachers should write their own notes on the individual student’s Cornell Notes to provide feedback as to the expectations of the graphic according to what that teacher’s expectations are and how they are grading the organizer. If a student is not completing the process successfully, it is expected that the teacher would remediate the students or the entire class if necessary. Teachers may want to complete a graphic organizer in class to summarize graded works and allow students to add to/edit their Cornell Notes.</p>	
<p>As part of your Monitoring Plan, you will be collecting samples from each teacher. Describe exactly what the sample will “look like”. Samples of:</p> <p>Cornell Notes will be a two column paper with the right side column being notes including important facts/notations from a selected reading. The right side is also referred to as the “answer” column. The left side column will be questions directly related to their lateral partner on the answer side. At the end, students will write a 1-2 sentence summary of what they have read and learned.</p>	
<p>Additional information Graphic Organizers continue to be a part of our culture at SAMS and it is expected that teachers will continue to use them in their classrooms. Teachers should keep a folder with copies of a student work from each lesson that uses Cornell Notes. Teachers should keep an excel file/table of dates when Cornell Notes are used. The monitoring committee will periodically collect folders with the Cornell Note examples for their review and provide feedback to teachers.</p>	

ASSESSMENT SUMMARY
GOAL 1

Name/Grade Levels of 3 Assessments:

1. TerraNova Multiple Assessment Reading subtest, 3rd Edition, Grades 6-8
2. Online Science Test, 7th grade
Discontinued SY 08-09
3. KidTest Reading, Grades 6 and 8

Assessment 1: (System-wide)

Assessment Window: by DoDEA

Who scores the assessment? The company

How will results be reported? By grade level and student groups

Assessment 2: (System-wide)

Assessment Window include benchmark: TBD

Who administers the assessment?

Science teachers

How will the copies of the assessment be provided to the teachers? By what date?

Online assessment

Who scores the assessment?

The company

When will the assessment be scored?

By Fall 2009

How and when will the teachers be trained to score the assessment?

Assessment coordinator provides training for testing procedures only for 7th grade Science teachers.

How will the results be reported?

By grade level, student groups and individually.

Assessment 3: (Local)

Assessment Window include benchmark:

May 5 – May 15, after Online Science in order to use the mobile labs

Who administers the assessment?

Assessment coordinator

How will the copies of the assessment be provided to the teachers? By what date?

Online assessment

Who scores the assessment?

The company

When will the assessment be scored?

Spring 2009

How and when will the teachers be trained to score the assessment?

Assessment coordinator provides training for testing procedures.

How will the results be reported?

By grade level, student groups and individually.

Additional Information:

If you are using an assessment that your school has to purchase, please compute the numbers of assessments needed for the next 3 years and give those numbers to your administrator soon!

How many additional assessments needed?

KidTest- enough copies for each 6th and 8th grader. Each test is priced at \$12.95

When was the information forwarded to your administrator? October 22, 2008.

SUBPOPULATION GROUP INFORMATION—Goal 1

<p>Name and Brief Description (include grade levels) of the group:</p> <p>Struggling Readers- Grades 6, 7, and 8.</p>
<p>How do students become a part of the group? Be very specific</p> <p>Students score in the bottom quarter of the Terra Nova Reading subtest.</p> <p>Student is recommended by teachers due to poor academic performance.</p>
<p>How do students get out of this group?</p> <p>Students score higher than the bottom quarter of the Terra Nova Reading subtest, or exited by teacher recommendation.</p>
<p>What assessment is used to measure student progress?</p> <p>Progress monitoring on the SRI, administered fall, and spring or end-of-year. Student benchmarks are the 800th lexile level for 6th grade, 850th lexile for 7th grade and 900th lexile for the 8th grade.</p>
<p>When and how is the assessment given?</p> <p>Fall and spring or end-of-year. Students are assessed in the Read 180 classroom, during class time, and supervised by the Read 180 teacher.</p>

Part II

Seoul American Middle School Results-Based Staff Development Plan Intervention: Read 180

Staff Development Outcome

The teacher will build skills through direct lessons with explicit instruction in reading comprehension, vocabulary, word study, and writing strategies

Teacher Indicators

Teachers will help students become better readers with reading skills and strategies, model fluency, and share their own enjoyment of reading.

Student Outcome

Students will engage in individualized instruction at the computer, read passages customized to their reading level, and demonstrate proficiency in decoding, fluency, and comprehension.

Effective Staff Development Steps	Implementation Activities	Person/Group Responsible (SI; CIF; Tech; etc.)	Documented Evidence of Each Step	Resources Needed	Timeline Date/Time
Knowledge <i>What you want people to walk away with</i>	How to assist struggling readers through the Read 180 program	CIF Individual Teachers CSI Chairs Read 180 teachers	Training specific to reading And literacy	Read 180 software Read 180 audio/paperbacks Read 180 lexile books	First Month of the school year Faculty Meetings Educator's Day In-services
Model/Demonstrate <i>How this knowledge will be shown to the staff</i>	Power point presentation Handouts Class Observation Facilitators modeling	CIF Individual Teachers CSI Chairs Read 180 teachers	Power point Handouts Attendance Rosters	All Read 180 supplemental materials Text/learning materials	First Month of the school year Faculty Meetings Educator's Day In-services
Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	Teachers individually apply skills in classroom Teachers track in CSI binders Team collaboration Department collaboration Co-teaching	CIF Mentor Teachers Individual Teachers Team leaders Department heads CSI Chairs Read 180 teachers	Lesson plans CSI Binders Student work samples	All Read 180 supplemental materials Text/learning Materials Student work samples	First quarter of school year semester Second quarter of school year semester End of school year
On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Follow modeled lessons Feedback on CSI binders Mentoring Team collaboration Department collaboration Administration collaboration	CIF Monitoring committee Mentor Teachers Team leaders Department heads Individual Teachers Read 180 teachers	Faculty meeting agendas Team meeting minutes Department meeting minutes In-service agendas CSI binder Student work samples	All Read 180 supplemental materials Text/learning Materials Student work samples	Monthly reviews Weekly Team meetings Quarterly department meetings Daily informal observation and bi-annual formal observation by admin
Follow-up for Current Staff Collaborative meetings	Faculty meetings Team meetings Department meetings In-services	CIF CSI Chairs Mentor teachers Team leaders Department heads Individual Teachers Read 180 teachers	Faculty meeting agendas Team meeting minutes In-service agendas CSI binder Student work samples	All Read 180 supplemental materials	Monthly faculty meetings Weekly team meetings Quarterly department meetings Ongoing in-services
Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>	New staff members are paired With mentors, individuals, and Team support CIF in-services	CIF CSI Chairs Mentor teachers Team leaders Department heads Individual Teachers Read 180 teachers	Mentoring documents Team agendas/minutes Training/ in-service agendas	All Read 180 supplemental materials IT support ET support Enterprise Edition future addition	New teacher orientation Mentor orientation Ongoing trainings

PART III: RESULTS-BASED STAFF DEVELOPMENT PLAN

PART THREE: MONITORING PLAN

SIP Goal	Intervention	Monitoring Plan	Point of Contact
All students will increase their ability to gain information from text in all curricular areas.	Read 180 for struggling readers	The Read 180 teacher will keep attendance rosters, growth reports, and tri-yearly SRI scores on all Read 180 students. A spreadsheet will be created that includes all Read 180 students, their entrance/exit dates, and SRI scores. Data will be used to determine if this intervention alone can successfully increase the performance of struggling readers or if additional interventions are needed. We expect that Read 180 will boost student performance.	Kari Kugler