Osan American Elementary School
Continuous School Improvement Blueprint – Goal Two
SY 2011-2012

Principal: David Petree	**CSI Chair:** Clover M. Stephenson
DoDEA Mission Statement: To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.	
School Vision Statement: The OAES Community is focused on ensuring our students are SUCCESSFUL: Self-confident; Unified through diversity; Critical thinkers, Creative problem solvers; Effective communicators; Striving for excellence; Skilled in technology; Focused on academic achievement; Upstanding citizens; Lifelong learners.	
Goal: By June 2012, all students will increase performance on targeted vocabulary skills using instructional interventions implemented in all curricular areas as measured by the TerraNova 3™ Social Studies subtest as well as well as other system-wide and school-based assessments. The targeted skills are to develop a comprehensive vocabulary used to analyze and understand key concepts in curriculum areas.	
Triangulation of Data: (What three (minimum) data sources support the selection of this goal? This information is from the School Profile.) 1. *TerraNova* Multiple Assessments, 2nd Edition Grades 3-6 – Language Arts Subtest Top Two Quarters 2. System-Wide On-line Testing: Social Studies Grades 3 and 6 3. SRI Lexile Scores for OAES	

Assessments Selected to Measure Student Achievement in this Goal Area	
System-wide Assessment(s) **Name**: *TerraNova* Multiple Assessments, 3rd Ed., Social Studies Subtest **Grade Levels:** 3-5 **When Given:** Spring **Indicator of success**: There is a meaningful increase in the percent of students scoring in the top two quartiles and a meaningful decrease in the number of students scoring in the bottom quarter. (Z scores are calculated)	**Local Assessments** **Name**: SRI (Scholastic Reading Inventory) **Grade Levels**: 3-5 **When Given**: Spring **Indicator of success**: At or above Grade 3 – 725 Grade 4 – 840 Grade 5 – 935 Grade 6 – 1000 **How do we know we have achieved success (indicator of success):** There is a meaningful increase in the percentage of students scoring above the 70th percentile. **Name**: Reading Streets Vocabulary Assessment Grade Levels:K-2 When Given: Spring

	DODEA schools adopted a new reading program, Pearson Reading Streets. In the Fall 2010, it was decided that the school would change the vocabulary assessment from Literacy Place to the Reading Streets Vocabulary Assessment. **How do we know we have achieved success (indicator of success):** There is a meaningful increase in the percentage of students scoring above 85%.

Common Assessments

Name of Assessment:	Name of Assessment:
Scholastic Reading Inventory (SRI) Grade Level: 3-5 (Quarterly)	*Reading Street* Vocabulary Section of Benchmark Units 1 and 5 Grade Level: K-2

Action Plan

Intervention: Frayer Six-Step Vocabulary Method

Tasks/Action Steps	Timeline		Persons Responsible
	Begin	**End**	
1. Train teachers on Frayer Model and provide copies of Frayer Model.	September 2011	September 2011	CSI leadership team
2. Teachers train students on what and how to use KWL Frayer Model.	September 2011	September 2011	Faculty
3. Use Frayer Model chart in all curriculum areas weekly.	October 2011	June 2012	CSI leadership team, administration, faculty, students,
4. Review monthly, make modifications, and check progress of students.	October 2011	June 2012	Faculty – meeting as grade level teams
5. Collect Evidence – quarterly.	October 2011	June 2012	CSI leadership team

Description Frayer Six-Step Vocabulary Method
Building Academic Vocabulary " Frayer Six Step Model" from The Love of Words.
This intervention is a teaching technique which facilitates the students' learning of new vocabulary. The technique begins with the teacher presenting the word(s) to be learned, engages the students by tapping into their background knowledge of the word(s) by finding out how familiar the students are with the word, its prefixes, suffixes and root(s), and continues through multiple steps of student experiences with the word(s), creating a layering of understanding

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		Monitoring the Implementation of Interventions		
Date	**Intervention Focus**	**Monitoring Process**	**Person/Group Responsible**	**Evidence/Use of the Evidence**
August 2012-Ongoing	Frayer Six Step Vocabulary Plan	Teachers will receive "Artifacts" folders binders for collecting student work and collect work	C-SILT	Student samples in binder
Monthly at Grade Level/ Quarterly as a whole school		The teachers will bring collected samples of individual, small group and/or whole group work.	Focus-group Chairs	Minutes Binders
November		The faculty and staff will meet to complete the "First Look at Student Work."	C-SILT Chair Focus-group Chairs	Minutes Samples of Student Protocol Sheets
December - Ongoing		Teachers are required to complete an "Examining Student Work Protocol" monthly during one of the times listed below. • Grade level meetings • Combined Focus Group meetings	Focus-group Chairs	Minutes Samples of Student Protocol Sheets
Ongoing		Monitor the use of intervention	Administration Grade Level Chairs Focus Group Chairs	Lesson Plans showing specific vocabulary instruction across the curriculum. Student produced graphic organizers Digital photos of teacher presentations

1. How will you communicate or publicize the plan to achieve the identified goal to the community, the students, and the parents?	The goals will be communicated to all stake holders by including them in the school monthly's newsletters, classroom newsletters, posted in the school (hallways and classrooms), presented in the morning announcements, and on signature page of teacher's emails. The goals will be reviewed at monthly PTO meetings, parent nights and on the school's webpage.
2. How will you communicate or publicize the results of the identified goal assessments to the community, the students, and the parents?	The results of the assessments will be posted on the data board in the hallway, posted on the school and the district web site. The results will also be shared with parents during parent nights, PTO and parent in-service trainings.
3. How will you use the on-going evaluation results to adjust and	Teachers will use on-going evaluations results to compare progress over time. The teachers will analyze and discuss the results in articulation meetings at and across grade

maintain progress in order to reach the identified goal?	levels.
4. How will you celebrate the successful implementation of this strategy/ intervention?	Success will be celebrated by giving verbal and written praise to students and faculty.

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<table>
<tr><td colspan="6" align="center">**Results-Based Staff Development Plan**</td></tr>
<tr>
<td colspan="2">Staff Development Outcome
(What do teachers need to know and be able to do?)</td>
<td colspan="2" align="center">Intervention
Six Step Vocabulary Instruction
School Year
2011-2012</td>
<td colspan="2">Student Outcome
(What do we want students to know, learn, and demonstrate?)</td>
</tr>
<tr>
<td colspan="2">Teachers will be able to use the Six Step Vocabulary Instruction Model from the <u>Love of Words</u> to teach vocabulary skills across the curriculum.</td>
<td colspan="2"></td>
<td colspan="2">Students will be able to use a variety of vocabulary in meaningful ways across the curriculum.</td>
</tr>
<tr>
<td>**Steps**</td>
<td>**Activities**</td>
<td>**Responsible**</td>
<td>**Evidence**</td>
<td>**Resources**</td>
<td>**Timeline**</td>
</tr>
<tr>
<td>**Knowledge**
What you want people to walk away with</td>
<td>To know the 6 Step Model from <u>Love of Words</u> Outline of 6 Step Model
Model use of Graphic Organizers CSI folder</td>
<td>LF ,CIF and DSO
Trainers Goal 2 Committee</td>
<td>Copies of Six Step Model
In-service agendas
Intervention summary plan
CSI folder
Graphic Organizers</td>
<td>Intervention Summary
Intervention summary Plan
CSI folders
Graphic organizers</td>
<td>September 13, 2011</td>
</tr>
<tr>
<td>**Model/Demonstrate**
How this knowledge will be shown to the staff</td>
<td>Teachers demonstrate Lessons focused on Reciprocal Teaching
Review PP on reciprocal Teaching.</td>
<td>Goal 2 committee DSO Personnel at faculty mtg.
Grade level and in-service.
CSI mentor, Mentor coordinator</td>
<td>Minutes from meeting
Student work samples
Peer observation form</td>
<td>Grade Level Vocabulary list.</td>
<td>September 13, 2011</td>
</tr>
<tr>
<td>**Low Risk Practice with Feedback**
What will be in place for the teachers to try and how will they receive feedback</td>
<td>Teachers observe lessons demonstrating Reciprocal Teaching in selected Classrooms</td>
<td>Grade Level meeting with Teachers.
CSI mentor
Mentor coordinator</td>
<td>Lesson sharing at Grade Level meetings.
Project displays in hall Ways and classrooms
Peer observation form .</td>
<td>Graphic organizers
Minute's documentation
CSI folder
Peer observation form
Outline of Six Step Model</td>
<td>Monthly Grade Level meetings</td>
</tr>
<tr>
<td>**On-the-Job Practice with Feedback**
What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</td>
<td>Teachers demonstrate Six Step vocabulary for students Peer observations</td>
<td>Grade Level teachers.
Goal 2 chairperson And/or designated individual
CSI mentor
Mentor coordinator</td>
<td>Minutes of meeting
Student work samples.</td>
<td>Graphic organizers
Minute's documentation
CSI folder
Peer observation form
Outline of Six Step Model</td>
<td>Monthly Grade Level/Faculty Meeting</td>
</tr>
<tr>
<td>**Follow-up for Current Staff**
Collaborative meetings</td>
<td>Share at staff meeting vocabulary lessons. that teachers have tried</td>
<td>Grade Level teachers.
CSI mentor
Mentor coordinator</td>
<td>Minutes of meeting
Student work samples.</td>
<td>Graphic organizers
Minute's documentation
CSI folder
Peer observation form
Outline of Six Step Model</td>
<td>Monthly Grade Level/ Faculty Meeting</td>
</tr>
<tr>
<td>**Long-Term Maintenance Plan for New Staff**
What is in place for long-term maintenance</td>
<td>LF meetings once a month Highlight vocabulary lessons and ideas that teachers have in the Classroom.</td>
<td>Goal 2 Committee members.
CSI mentor
Mentor coordinator</td>
<td>Training and in-service and Meeting Agenda.</td>
<td>Graphic organizers
Minute's documentation
CSI folder, Peer observation form
Outline of Six Step Model</td>
<td>New Teacher Orientation/ Grade level meetings</td>
</tr>
</table>

Goal 2

STUDENT PERFORMANCE GOAL AND INTERVENTIONS

S.M.A.R.T Goal: By June 2012, all students will increase performance on targeted vocabulary skills using instructional interventions implemented in all curricular areas as measured by the TerraNova 3™ Social Studies subtest as well as well as other system-wide and school-based assessments. The targeted skills are to develop a comprehensive vocabulary used to analyze and understand key concepts in curriculum areas.

Classroom Intervention/Program School Year 2009 - 2011:
- Frayer 6 Step Vocabulary Plan

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. Data were converted to standard scores (z-scores) and analyzed. Z-scores greater than or equal to 1.96 show a significant decrease whereas z-scores less than or equal to -1.96 show a significant increase between the baseline year and the current year. The table below shows the number of students who were assessed the baseline year (BY) and the current year (CY). As the number of students assessed decreases, fluctuation in the percentages of students scoring above the benchmark can drastically change.

TABLE 1: NUMBER OF STUDENTS ASSESSED BY YEAR AND GRADE

Assessments	Grade K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	BY	CY	BY	CY	BY	CY	BY	CY	BY	CY	BY	CY
TerraNova Social Studies Subtest							41	62	41	54	43	60
Scholastic Reading Inventory							47	61	45	62	46	63
Reading Streets Assessment	75		60		61							

Osan American Elementary School
TerraNova 3rd Edition – (Social Studies Subtest)
## Top Two National Quarters

EXHIBIT 1: PERFORMANCE LEVEL PERCENTAGES IN THE TOP TWO NATIONAL QUARTERS ON THE TERRANOVA (3RD EDITION) SOCIAL STUDIES SUBTEST, SY 2008-2009 - SY 2010-2011
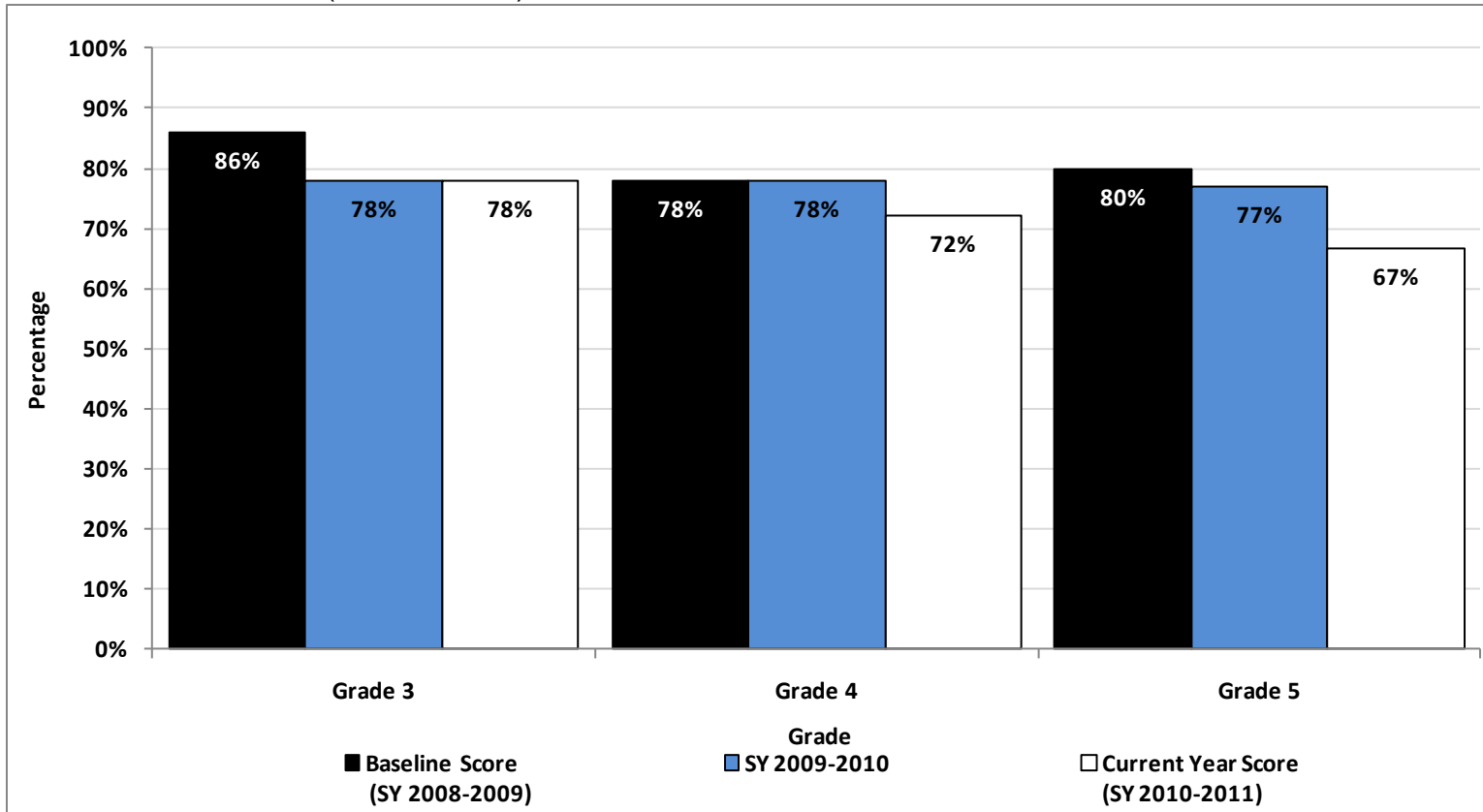
Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

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Osan American Elementary School
TerraNova 3rd Edition – (Social Studies Subtest)
Bottom National Quarter
EXHIBIT 2: PERFORMANCE LEVEL PERCENTAGES IN THE BOTTOM NATIONAL QUARTER ON THE
TERRANOVA (3RD EDITION) SOCIAL STUDIES SUBTEST, SY 2008-2009 - SY 2010-2011
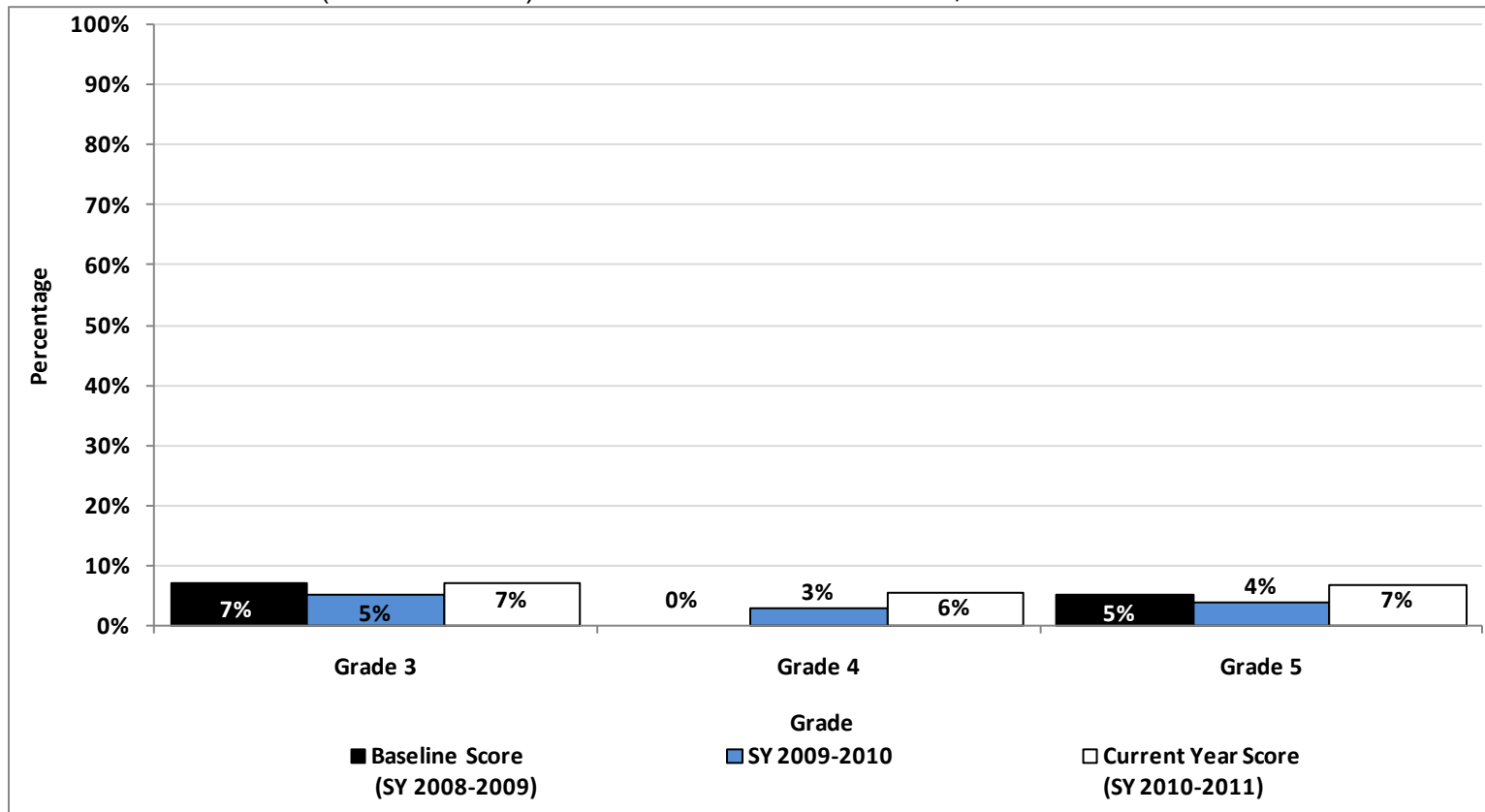
Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

Indicator of Success:
  . There is a measurable increase in the percent of students scoring in the top two quartiles and a meaningful decrease in the number of students scoring in the bottom quartile. (Z scores are calculated)
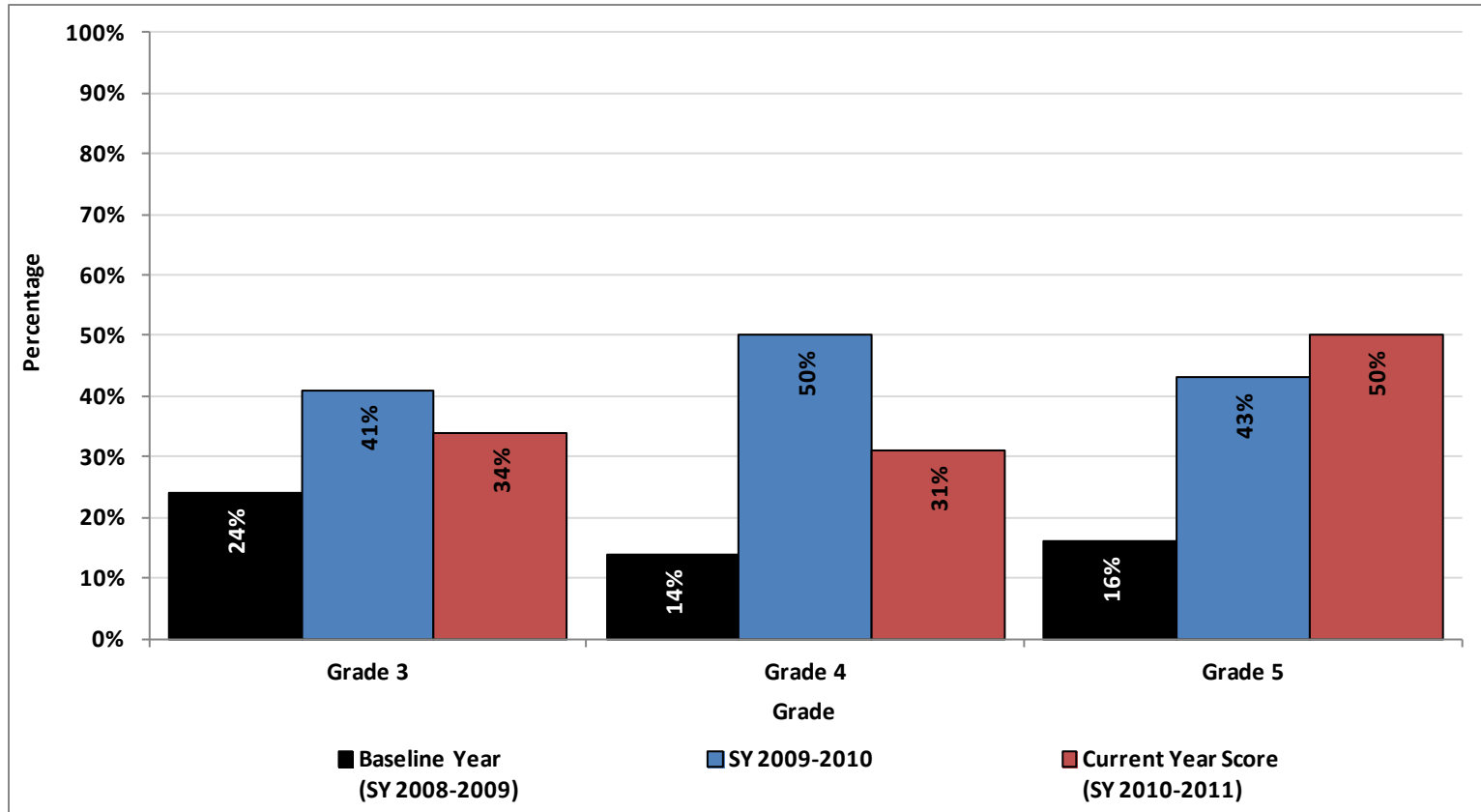
Top Two National Quarters

Assessment Terra Nova Social Studies Subtest	Baseline Score (SY 2008-2009)	SY 2009-2010	Current Year Score (SY 2010-2011)	Description of Growth Baseline Year to Current Year
Grade 3	86%	78%	78%	The percentage of students who scored in the top two quartiles (above or at the standard) decreased by 8% from 86% to 78% which produced a z score of 1.02 This decrease is not statistically significant.
Grade 4	78%	78%	72%	The percentage of students who scored in the top two quartiles (above or at the standard) decreased by 6% from 78% to 72% which produced a z score of 0.64 This decrease is not statistically significant.
Grade 5	80%	77%	67%	The percentage of students who scored in the top two quartiles (above or at the standard) decreased by 13% from 80% to 67% which produced a z score of 1.49. This decrease is not statistically significant.

Bottom National Quarter

Assessment Terra Nova Social Studies Subtest	Baseline Score (SY 2008-2009)	SY 2009-2010	Current Year Score (SY 2010-2011)	Description of Growth Baseline Year to Current Year
Grade 3	7%	5%	7%	The percentage of students who scored in the bottom quartile (below the standard) remained the same at 7%.
Grade 4	0%	3%	6%	The percentage of students who scored in the bottom quartile (below the standard) increased by 6% from 0% to 6% which produced a z score of -1.54. This increase is not statistically significant.
Grade 5	5%	4%	7%	The percentage of students who scored in the bottom quartile (below the standard) increased by 2% from 5% to 7% which produced a z score of -0.36. This increase is not statistically significant.

Osan American Elementary School
Scholastic Reading Inventory
At and Above Standard

EXHIBIT 3: PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE STANDARD ON THE
SCHOLASTIC READING INVENTORY, SY 2008-2009 - SY 2010-2011

Source: Osan American Elementary School, 2011.

Indicator of Success:

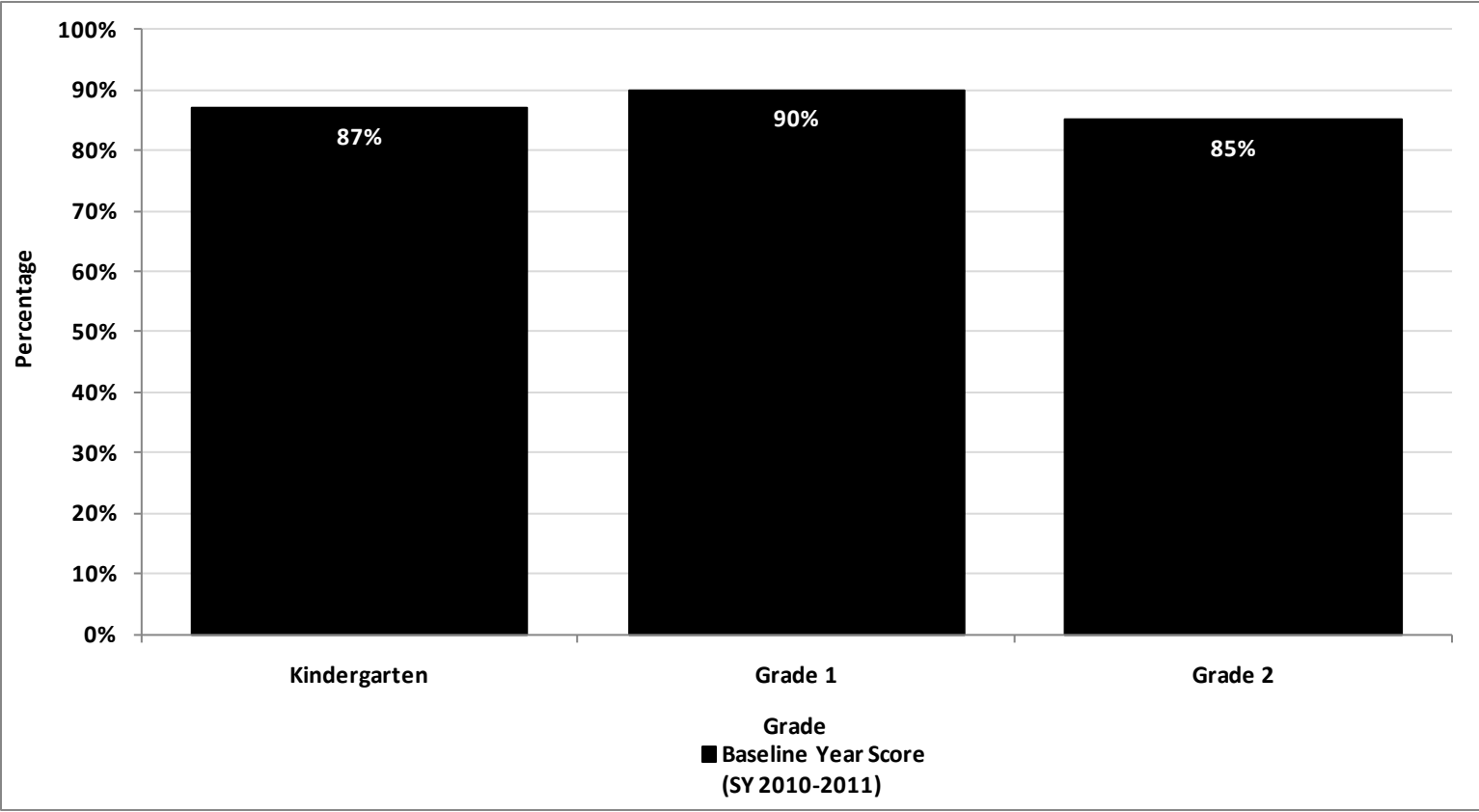There is a meaningful increase in the percentage of students scoring above the 70th percentile.

Osan American Elementary School

At and Above Standard

Assessment SRI	Baseline Year (SY 2008-2009)	SY 2009-2010	Current Year Score (SY 2010-2011)	Description of Growth Baseline Year to Current Year
Grade 3	24%	41%	34%	The percentage of students who scored above or at the standard increased by 10% from 24% to 34% which produced a z-score of -1.13. This increase is not statistically significant.
Grade 4	14%	50%	31%	The percentage of students who scored above or at the standard increased by 31% from 17% to 31% which produced a z-score of -2.04. This increase is statistically significant.
Grade 5	16%	43%	50%	The percentage of students who scored above or at the standard increased by 34% from 16% to 50% which produced a z-score of -3.66. This increase is statistically significant.

Osan American Elementary School
Reading Streets Assessment
At and Above Standard

EXHIBIT 4: PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE STANDARD ON THE
READING STREETS ASSESSMENT, SY 2010-2011

Source: Osan American Elementary School, 2011.

Indicator of Success:
    There is a meaningful increase in the percentage of students scoring above the 85%.

Osan American Elementary School

At and Above Standard

Assessment Reading Streets Assessment	Baseline Year Score (SY 2010-2011)	Description of Growth Baseline Year to Current Year
Kindergarten	87%	
Grade 1	90%	SY 2010-2011 was the first year the Reading Streets Assessment was administered.
Grade 2	85%	

ANALYSIS

Comparison of Scores between Baseline Year and Current Year

Assessments	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Top Two Quarters TerraNova Social Studies Subtest				--	--	--
Bottom Quarter TerraNova Social Studies Subtest				0	+	+
Scholastic Reading Inventory				+	+*	+*
Reading Streets Assessment	Baseline Year					
+ = Increase 0 = Remained the same -- = Decrease * = Statistically Significant						

The percentage of students scoring in the top two quarters on the Social Studies TerraNova subtest decreased in all three grade levels tested (100% of the grades) when comparing baseline data (SY 2008-2009) to the current year (SY 2010-2011) data. As Osan American Elementary School (OAES) strives to meet DODEA's assessment goals, third grade met the CSP goal of 75% or more students scoring in the top two quartiles.

The percentage of students scoring in the bottom quarter on the Social Studies TerraNova test remained the same in one of the three grades (33.3% of the grades) when comparing baseline data (SY 2008-2009) to the current year (SY 2010-2011) data. As OAES strives to meet DODEA's assessment goals, all three grade levels met the goal of 7% or less of the students performing below the standard in SY 2010-2011.

The percentage of students scoring at or above the standard on the Scholastic Reading Inventory (SRI) increased in all three grade levels tested (100% of the grades) when comparing baseline data (SY 2008-2009) to the current year (SY 2010-2011) data. A significant increase in the percentage of students who scored at or above the standard on the SRI occurred in fourth and fifth grades.

SY 2010-2011 was the first year the Reading Streets assessment was administered, therefore no comparison data exists for this assessment.

In analyzing the changes in the percentages of students in the top two quarters on the TerraNova Social Studies Subtest and the percentage of students at or above the standard on the SRI, inconsistencies can be found in each grade level (3-5).

NEXT STEPS

Data indicated that the intervention, Frayer Six Step Vocabulary Plan, did not make a significant impact on student performances at grade 3. However, there's a significant impact on student performance at grades 4-5. OAES decided to maintain the intervention and continue to monitor the use of the intervention for fidelity. The following steps will take place:

1. In depth staff development on the intervention with a component for returning teachers and teachers new to the school.
2. All teachers will be provided a poster size graphic organizer of the Frayer Six Step Vocabulary Plan.
3. Returning teachers will receive a refresher course on the implementation of the intervention.
4. New teachers and paraprofessionals will receive in depth training on the implementation of the intervention with follow up in the OAES mentor program and CSI mentor program meetings.
5. Teachers will review the effectiveness of the intervention during grade level/focus groups/faculty meetings as indicated by minutes and agenda.

ADDENDUM

In spring 2012, teachers and staff analyzed the following TerraNova Reading subtest data to notice trends in addition to what is currently collected school-wide. As the reading subtest may offer a better alignment to the skills specified in the goal, teachers and staff also looked at objective performance indices that are tested on the reading subtest. This activity offered additional insight into how the students are performing on the TerraNova Reading subtest.

EXHIBIT 5: PERFORMANCE LEVEL PERCENTAGES
IN THE TOP TWO AND BOTTOM NATIONAL
QUARTER ON THE TERRANOVA (3RD EDITION)
READING SUBTEST, SY 2008-2009 - SY 2010-2011

		SY 2008-2009	SY 2009-2010	SY 2010-2011	Percent Change
TerraNova Reading (Top Two Quarters)	**Grade 3**	75%	72%	73%	-2%
	Grade 4	78%	75%	70%	-8%
	Grade 5	72%	59%	67%	-5%
TerraNova Reading (Bottom Quarter)	**Grade 3**	12%	8%	11%	-1%
	Grade 4	10%	9%	6%	-4%
	Grade 5	9%	15%	10%	1%

% represents the percent of students meeting the benchmark.
Blue = Improvement;

EXHIBIT 6: OBJECTIVE PERFORMANCE INDICES PERTAINING TO THE GOALS,
SY2008-2009 – SY2010-2011

	2008-2009			2009-2010			2010-2011			Analysis 2008-09-2010-11		
	3	4	5	3	4	5	3	4	5	3	4	5
Evaluate/Extend Meaning (Goal 1)	75	76	74	75	73	71	76	73	72	+	--	--
Reading & Writing Strategies (Goal 1 and 2)	67	74	60	68	73	60	69	73	59	+	--	--

Note: Objective Performance Index is "an estimate number of the items that a student could be expected to answer correctly if there had been 100 such items for that objective" (TerraNova, Third Edition: Educator's Guide, 2009, p. 294).