

School Improvement Action Plan

Kessler Elementary School

SY 2012 - 2013

Goal 1: By the end of the school year, all students will improve reading comprehension by using a vocabulary strategy as measured by a three percent increase on the Terra Nova 3rd Edition Reading subtest (grades 3-6) and selected local assessments (grades PreK-6).

Type of Goal: (Mark as appropriate) ___ Knowledge, X Application, ___ Behavior, ___ Attitude

Essence of the Goal: Students will apply an intentional strategy to increase knowledge of words for meaning and relevance to improve reading comprehension.

Support Data (from the Profile):

TerraNova 3rd Edition, Spring 2010
 Reading Street Assessments, Spring 2010
 Developmental Reading Assessments, Spring 2010
 Scholastic Reading Inventory, Spring 2010

System-wide Assessments:

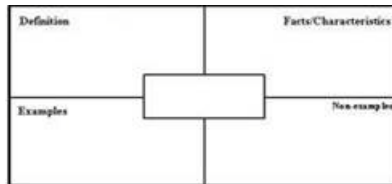
Terra Nova 3rd Edition
 Reading subtest (grades 3-6),
 Spring, 2013

Local Assessments:

Reading Street Assessments (grades K-6): BOY, EOY
 Benchmark Assessment System (grades K-3): BOY, EOY
 Scholastic Reading Inventory (grades 3-6): BOY, MOY, EOY

Intervention/Strategy:

A four-square model graphic organizer is used to aid students in the comprehension of a concept that increases knowledge of words and their meanings.



This four-square model prompts students to think about and describe the meaning of a word or concept by defining the word or concept, describing its essential characteristics, and providing examples and non-examples of the word or concept.

Research:

- Research-based Practices in Early Reading Series: [A Focus on Vocabulary](http://www.prel.org/products/re_ES0419.htm). Fran Lehr, M.A., Lehr & Associates, Champaign, Illinois, Jean Osborn, M.Ed., University of Illinois at Urbana-Champaign, Dr. Elfrieda H. Hiebert, Visiting Research Professor, University of California - Berkeley . Retrieved 3/23/2012
http://www.prel.org/products/re_ES0419.htm

Vocabulary instruction as a component of reading comprehension. Teaching words for new and complex concepts focuses on having students identify critical attributes associated with a word as cited in the original research from Frayer, Frederick, & Klausmeier, 1969.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Retrieved 8/30/2012
http://www.nichd.nih.gov/publications/nrp/upload/smallbook_pdf.pdf

Vocabulary instruction does lead to gains in comprehension. A solid scientific basis has concluded that graphic organizers improve comprehension in non-impaired readers.

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Activities to implement the intervention:	Person(s) Accountable: POC	Timeline Beg.	End	Resources Needed
1. Teachers will model and teach tier two vocabulary words (and/or concepts) using the Frayer Model.	Teachers Dr. Djuna Underwood Dr. Deborah Williams	August 2012	May 2013	ISS-ECE ELA/SS Fales for PD Training Lesson Plans Classroom Schedules
2. Students will extend meaning from what they read with their ability to use the Frayer Model as a strategy to establish the meaning of new words when they encounter them.	Teachers Students	August 2012	May 2013	Four Square Model Graphic Organizer (Frayer Model)
3. Students will practice the Frayer Model to peer-share and expand vocabulary knowledge.	Teacher Students	August 2012	May 2013	Four Square Model Graphic Organizer (Frayer Model) Teacher Leaders, Peer Coaching time
4. Teachers will assess reading comprehension using Success Net Reading Street Benchmark Tests Units 1-5.	Teachers	Aug. - May	Aug. – May	CSILT, GLL, Data Compilation Time
5. Teachers will review assessment results following each unit test.	Teachers	Aug. - May	Aug. – May	Collaboration Time