School Improvement Action Plan

School: West Point Elementary

Date: 08/10/12
Revised 10/19/12

Smart Goal 1 Statement: All students will increase reading comprehension by analyzing and applying information read as measured by selected system-wide and local assessments. West Point Elementary will increase the percentage of children scoring "at or above the standard" by 5 percentage points above school year 2011-2012.

Support Data (used to select the goal):	Standardized Assessment(s):	Local Assessment(s):
1. Customer Satisfaction Survey 2006-07 2. Environmental Scan, November 2005 3. TerraNova Reading, 2nd Edition, grade 3-4 (2007) 4. TerraNova Reading, 2nd Edition, grade 3-4 (2007), Objective Performance Index(OPI): Analyzing Text, Evaluate & Extend Meaning 5. SRI, grade 3-4 (2006-07) 6. DRA, grade 1-3 (2006-07)	1.TerraNova Reading, 3rd Edition, grade 3-4, (March 2013) 3. BAS grade 1-3, (Fall, Spring 2012-2013) 4. BAS Kindergarten, (Winter, Spring 2012-2013)	1. *Reading Streets* Baseline Test: Pre, Mid-Year, and Post- Tests (K-4) 2. *Concepts About Print*(Clay): Pre, Mid-Year, and Post Tests (Kindergarten) 3. SR I grades 2-4 (3x year) - Pre, Mid-Year, and Post-Tests

Strategy/Intervention: Graphic organizers	Research supporting this strategy/intervention:
Strategy/Intervention: Graphic organizers – Students will use graphic organizers across the curriculum to improve reading comprehension. Graphic organizers samples include, but are not limited to the following examples: Venn diagram, Beginning, Middle, and End, Framing the Idea, Story Map Organizer, Sequencing Organizer, Web Organizer, and Story Pyramid. ,	The Institute for the Advancement of Research in Education. (IARE) Graphic Organizers: A Review of Scientifically Based Research. (July 2003) (See attached for additional research)

Activities to implement the intervention:	Person(s) Accountable	Timeline Begin	End	Resources
1. Teachers (PreK-4) will teach and model graphic organizers to increase reading comprehension. Students (PreK-4) will use graphic organizers to improve reading comprehension a minimum of twice monthly. (Whole group or small group)	Classroom teachers PreK – 4th	Sept. 2012	May 2013	Charts, folders
2. Teachers will give a Pre, Mid-Year, and Post-tests reading comprehension assessments and assessing with a 4 point rubric. Teachers will use this data to drive instruction.	All classroom teachers PreK-	Sept. 2012	May 2013	

Students will practice increasing reading comprehension using graphic organizers across the curriculum.(small or large group) 3. The teachers and students (PreK-4th) will use various technology and technology programs across the curricula using graphic organizers. (*Kidspiration* (Pre-K-2), *Inspiration* (3-4), SMART Board, Word 4. Specialists will support the use of graphic organizers as appropriate within the context of their content area. (once a quarter)	4th All classroom teachers PreK-4th Specialists	Sept. 2012 Sept. 2012	May 2013 May 2013	

Revised 10/19/12

Research Supporting Use of Graphic Organizers to
Improve reading comprehension across the curriculum
(Goal #1 of CSI and our Intervention Strategy)

1. http://www.readingrockets.org/article/3479

"Seven Strategies to Teach Students Text Comprehension"
by C.R. Adler (2004)

This article describes seven systematic strategies for helping students become good readers who can make sense out of text. Strategies include monitoring comprehension, metacognition, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.
Strategy #3, using graphic and semantic organizers, is described by Adler as helping students "focus on concepts and how they are related to other concepts, read and understand textbooks and picture books". Furthermore, graphic organizers can: "help students focus on text structure 'differences between fiction and nonfiction as they read', provide students with tools they can use to examine and show relationships in a text, and help students write well-organized summaries of a text". Among a few of the examples of graphic organizers recommended in this article included Venn-diagrams, story maps, storyboard/chain of events, and cause/effect.

2. http://www.nifl.gov/partnershipforreading/publications/reading_first1text.html

(Go to this site and click on Archives. Type in "Putting Reading First". Then click on Putting Reading First 2006)

"Put Reading First: The Research Building Blocks For Teaching Children to Read" third edition; National Institute for Literacy; writers of article: Bonnie B. Armbruster, Ph.D.; Fran Lehr, M.A.; Jean Osborn, M.Ed. ; Editor C.Ralph Adler, RMC Research Corporation 2006

In this article, the National Institute for Literacy discusses several scientifically researched comprehension strategies that have been found to help students become "purposeful, active readers who are in control of their own reading comprehension". (page 41)
Among these strategies is the use of graphic organizers, also known by the names of semantic organizers, maps, webs, graphs, charts, frames, or clusters. According to the NIL, the use of graphic organizers can, "help readers focus on concepts and how they are related to other concepts, help students learn to read from informational text in the content areas, such as science and social studies textbooks and trade books, help students focus on structure as they read, provide students with tools they can use to examine and visually represent relationships in a text, and help students write well-organized summaries of text".

The results listed above were from a panel that reviewed more than 100,000 studies, using a carefully developed screening procedure that required them to address one or more skills in reading; use comparison groups, one which was not exposed to a strategy vs. one who was, to assure that the effectiveness of the strategy itself was being looked at; the research had to be generalizable to a large population of students, not based on isolated case studies; stringent peer review processes of deciding what was relevant and worthy of publication by notable scholars in the field.

Research supporting *Concepts About Print* (Clay)

Concepts About Print

www.learner.org/libraries/readingk2/front/otherterms.html

Coined by New Zealand educator Marie Clay, concepts about print (CAP) refers to what emergent readers need to understand about how printed language works and how it represents language. Successful beginning readers develop concepts about print at an early age, building on emergent literacy that starts before formal schooling.

School Improvement Action Plan

School: West Point Elementary

Date: 08/10/12

Smart Goal 2 Statement: All students will increase written communication skills to write clearly and effectively across the curriculum as measured by selected system-wide and local assessments. West Point Elementary will increase the percentage of children scoring "at or above the standard" by 5 percentage points above school year 2011-2012.

Support Data (used to select the goal):	Standardized Assessment(s):	Local Assessment(s):
1. Customer Satisfaction Survey 2006-07 2. Environmental Scan, November 2005 3. TerraNova Language 2nd Edition, 2008 grade 3-4 4. TerraNova Language, 2nd Edition, grade 3-4 (2008), Objective Performance Index(OPI): Writing Strategies	1. TerraNova, Language 3rd Edition, grade 3-4 (March 2012)	1. Locally developed school-wide writing prompt Pre, Mid-Year, and Post-Tests (PreK-4). Scored using *6+1Traits of Writing Rubrics.* 2. Concepts About Print(Clay): Pre, Mid-Year, and Post Tests (Kindergarten) *3.6+1Traits Writing* Assessment: Pre, Mid-Year, and Post Tests 1-4th grades (developed with ISS)

Strategy/Intervention: 6 + 1 Traits of Writing – Students will use a variety of activities to learn the traits (Ideas, organization, sentence fluency, conventions, word choice, voice & presentation) assess writing *(6+1Traits of Writing Rubrics)* and increase written communication skills clearly and effectively across the curriculum.	Research supporting this strategy/intervention: Experimental Study on the Impact of the 6+1 Trait Writing Model on Student Achievement in Writing By Michael Kozlow and Peter Bellamy (See additional research attached)

Activities to implement the intervention:

	Person(s) Accountable	Timeline Begin	End	Resources
1. Teachers will teach & model 6 + 1 Traits a minimum of once a week across the curriculum. (focusing on a trait) Students will practice and apply 6 + 1 Traits to improve writing a minimum of once a week across the curriculum.	All classroom teachers, PreK-4th	Sept. 2012 Sept. 2012	May 2013 Sept. 2013	Charts, journals, and folders The Trait Crate Kindergarten The Trait Crate 1st The Trait Crate 2nd The Trait Crate 3rd The Trait Crate 4th
2. Teachers will use *6 + 1 Traits* while conferencing a minimum of once a	All classroom	Sept.	May	

month. While conferencing, teachers will assess students' use of the traits in their writing using a rubric to inform instruction. Students after conferencing with their teacher will make revisions to their writing a minimum of once a month. (Developmentally appropriately) 3. Students will self- assess writing using a rubric a minimum of once monthly. (Pre-K-4 self-assessment during conferencing; guided by the teacher) 4. Specialists will support the use of *6+1 Traits of Writing* as appropriate within the context of their curriculum.(once a quarter)	teachers, PreK-4th All classroom teachers, PreK-4th Specialists	2012 Sept. 2012 Sept. 2012 Sept. 2012	2013 May 2013 May 2013 May 2013	

Revised 10/19/12

Culham, Ruth. *The Trait Lady Speaks Up, Reading Writing*, ASCD Publications, October 2006.
Retrieved from http://www.ascd.org/publications/educational-leadership/

Supporting evidence from the article on writing with the 6+1 traits by Ruth Culham:

- The traits are a means of a common assessment and more importantly, as a shared vocabulary…it is a language that empowers students, teachers, and the learning community.
- Studies have shown to be effective writers; trait lessons should spring out of across the grade-level curriculums and connect to the standards found in literature, science, social studies, math, fine arts, health and fitness. Using "Trait eyes" and these essential qualities - ideas, organization, voice, word choice, sentence fluency, conventions, and presentation can be found everywhere and are generating more meaningful student texts that exceed expectations.
- As educators, many have wasted valuable time and energy fussing about teaching a "trait", "process", or a "workshop"; we should navigate with one goal in mind: help students think and write well.
- The National Writing Project and Carl Nagin have studied the literacy development of young children and how they use 'print to represent ideas and interact with people' when they scribble, draw, label, create, act out or retell stories. Children can express ideas and formulate a process before they have mastered all the mechanics of the standard orthography, sentence and paragraph structure…Using the "trait language" is proven to be a natural process.
- Donald Murray wrote about Culham, when researching best practices for writing:

"Writing is a craft before it is an art; writing may appear magic, but it is our responsibility to take our students backstage to watch the pigeons being tucked up the magicians sleeve (Murray, 1985)

The tricks and tools used in the traits breakdown the complex writing to create powerful thinkers.

Graham, Steve. Research-Based Best Practices for Teaching Writing: A Discussion with Steve Graham on How to Effectively Teach Writing, Mitch Weisburgh in Education-The Writing Teacher Blog, October 2008.

Retrieved from: http://www.thewritingteacher.org/log-home/2008/10

27 September 2010

Supporting evidence included in this article:

- Under controlled conditions multiple times, these six practices have been scientifically proven to have had large to moderate effects on improving the quality of students' writing: Teaching the writing process, students working together, clear expectations, word processors, complex sentences, establishing a writing workshop.
- A means to validate the most effective writing practices are explicitly and systemically coming up with ways in which to teach these strategies for planning, drafting, editing, revising, and regulating the writing process.
- Involving a strategy or tool to get students brainstorming and organizing is essential; they may include webs or graphic organizers to show how ideas can be generated and related to each other.
- Teachers need to set up a supportive writing environment, which students are expected to write daily, focusing on one genre at a time, connecting student interests, and adding graphic organizers for structure, building or upgrading their skills gradually.
- A critical part to improve students writing is to make it a school effort, having a common language between teachers and their learning communities. The key is collaboration.

Kozlow, Michael, and Peter Bellamy. "Experimental Study on the Impact of the 6+1 Traits Writing Model on Student Achievement in Writing. *"Northwest Regional Educational Laboratory (2004)*
 An experimental study was conducted in 2003-2004 in grades 4 to 6 to determine the degree to which a two day model workshop changed the practices and student achievement. The advantage of the model was that it brought together the focal elements of writing from a number of sources and presented an integrated approach to teaching and assessing writing.

Research supporting *Concepts About Print* (Clay)

Concepts About Print

www.learner.org/libraries/readingk2/front/otherterms.html

Coined by New Zealand educator Marie Clay, concepts about print (CAP) refers to what emergent readers need to understand about how printed language works and how it represents language. Successful beginning readers develop concepts about print at an early age, building on emergent literacy that starts before formal schooling.